

**DEVELOPING INQUIRY-BASED LEARNING MATERIALS FOR  
GRADE X STUDENTS OF SENIOR HIGH SCHOOL**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of  
*Sarjana Pendidikan* Degree in English Language Education



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**2014**

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GRADE X STUDENTS OF SENIOR HIGH SCHOOL**


**A THESIS**



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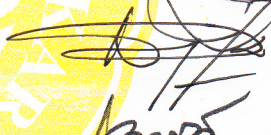
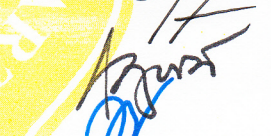

## RATIFICATION SHEET

### DEVELOPING INQUIRY-BASED LEARNING MATERIALS FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOL

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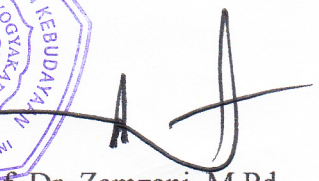
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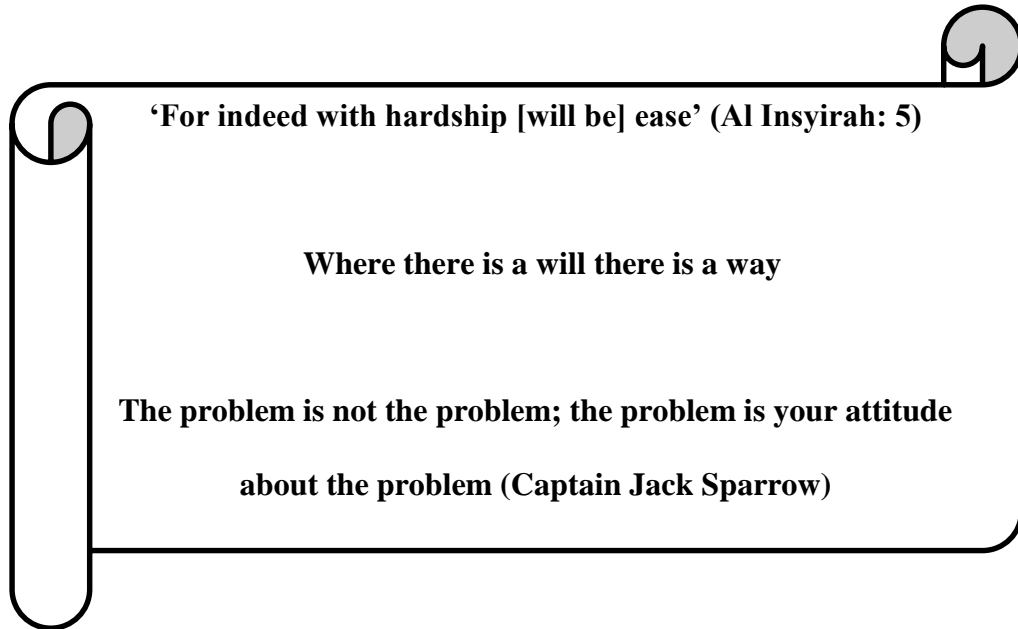


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## **MOTTO**



## **DEDICATIONS**

I dedicate this thesis to:

- ♥ My beloved parents, Tara narwati and Ir. Joko Priyanto
- ♥ My inspiring grandfather, H. Purn. Slamet
- ♥ My inspiring brother, Alam Kertarajasa S.Pd and his fiancée, Jatu Tri P S.Pd
- ♥ My lovely little sister, Amara Nisa Azahra
- ♥ And all of my beloved family and friends whom I cannot mention one by one

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Finally, I hope that this thesis may be helpful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticism, ideas, and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, December 12<sup>th</sup> 2014

The Researcher

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# **DEVELOPING INQUIRY-BASED LEARNING MATERIALS FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOL**

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## **ABSTRACT**

The aims of this research were: (1) to find out the target needs of grade X students of senior high schools, (2) to find out the learning needs of grade X students of senior high schools, and (3) to develop inquiry-based learning materials for grade X students of senior high schools in learning English.

This is a Research and Development (R&D) research study. The subjects of the research were the students of class X PMIIA 3 of SMA N 2 Yogyakarta in the academic year of 2014/2015. Two types of questionnaires were used in this research. The first was a needs analysis questionnaire distributed to the students to identify their target and learning needs. The second questionnaire was an expert judgment questionnaire adapted from *Instrumen Penilaian Buku Bahasa Inggris SMA* to assess the appropriateness of the developed materials. The research procedure adapted the Jolly and Bolithos's model in Tomlinson (1998). The steps of the research were conducting a needs analysis, writing the course grid, developing the materials, doing expert judgment and revising the materials. The data of the needs analysis were analyzed quantitatively using frequency and percentage, and then the results were used as the basis to develop the course grid. The course grid was used as the guideline to develop the tasks of the first draft of the learning materials. The first draft was evaluated by a materials evaluator. The results of the materials evaluation were analyzed through descriptive statistics and used to revise the first draft of the materials.

This study developed three units of inquiry-based learning materials. Each unit covers all the four skills and consists of introduction, main lesson and reinforcement tasks ranging from 28 to 32 tasks. The input was in the form of spoken and written texts, vocabulary list and grammar explanation. The students are encouraged to do discussion and involve in active investigation to solve and do tasks. Most of the tasks are done in a small group discussion and in pairs. Based on the results of materials evaluation, the content, language, presentation and graphic of the developed materials are considered appropriate. The mean score of all aspects of the developed materials was 3.80 which is categorized as "Very Good".

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Curriculum 2013 contains some differences compared to the previous curriculum. The drafts of Standards Graduate of Competence of 2013 and the Standards of Contents of English of 2013 for SMA state that the character education is part of the overt curriculum; therefore, in implementing the curriculum, an English teacher should integrate the teaching of values in teaching and learning process. Attitude is learned in the real product or shown in learners' behaviors. English teaching and learning process is no longer conducted limited only in the school but in the learning environment. The content of curriculum 2013 is thematic integrative in which all of classes use theme as its unit of learning material structure meanwhile the assessment is based on competence based, standard based, authentic evaluation and portfolio. Furthermore, Curriculum 2013 requires learners to not only listen to the teacher' explanation, but also involve actively in the learning process through observations, collect, analyze, synthesize information, and draw conclusions which is called scientific approach. Regarding curriculum 2013 which applied scientific approach, the Act of Indonesian Education and Cultural Minister Number 65 Year 2013 states that to strengthen the scientific approach, thematic-integrated (inter thematic subjects), and thematic (in a subject), discovery/inquiry learning can be applied. Further, in regard to curriculum,

English teaching and learning process including the materials are expected to be able to develop the scientific attitude, scientific creativity and the intelligence of learners. Besides, ideally learning materials should cover the learners' needs to develop their competencies in the knowledge, skills, attitude, and religiousness domains.

However, learning materials are prominent problems in teaching and learning process. The problem is the learning materials available used in teaching and learning process in some schools have not applied scientific method yet. The English teacher tries to combine and compile materials from many sources and use students' worksheet to fulfill the teaching and learning needs. Meanwhile, the usage of the students' worksheet to fulfill the teaching and learning needs does not represent the concept of scientific approach applied in curriculum 2013. The language of the materials from combination of some sources and the students' worksheet are also not relevant to the learners' needs. Considering the problems above, the researcher plans to develop inquiry-based learning materials for grade ten of senior high school.

According to Wells (1999) inquiry is pursuing significant questions through using questions and ways of researching from a range of knowledge systems. Meanwhile, Longman Dictionary of Language Teaching and Applied Linguistics defines inquiry learning as learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating. In line with the processes,

Kuhlthau (2007: 24-25) states that in the process of inquiry-based learning, from generating a questions or problem to be solved up to communicating and sharing their findings, learning through inquiry empowers students with the knowledge, skills, and dispositions to become independent thinkers and lifelong learners. Hacker (1999) also states that through reflecting on the process during inquiry-based learning activities, students are given opportunities to explore and understand both the cognitive and affective domains of “learning to learn”. Therefore, the design of Inquiry based learning materials will involve in the construction of knowledge through learners’ active involvement through observations, inquire, collect, analyze, synthesize information, draw conclusions, and communicate the result.

## **B. Identification of the Problems**

Based on the interview with the English teachers on March, 5th 2014 and April, 30rd 2014, some problems were found. They are described below.

Firstly, the materials available and used in the teaching and learning process have not applied the scientific method yet. To fulfill the teaching and learning needs, the English teachers try to combine and compile materials from many sources. The teachers combine the materials from a course book entitled English Pathway (2013) written by Th. M. Sudarwati and Eudia Grace and published by Erlangga publisher, the students’ worksheet and some online sources from internet. The language in the

existing materials used in teaching and learning process is also not specified by the learners' need.

Secondly, the problem was found in the students' worksheet (LKS). Students' worksheet used in the teaching and learning process entitled *Bahasa Inggris IPA/IPS* students' worksheet published by PT. Intan Pariwara (2012) are not relevant to the concept of scientific approach applied in curriculum 2013. The content of the students' worksheet is not derived from the core competencies of Curriculum 2013. In addition, the students' worksheet is not designed based on the steps of scientific approach. Meanwhile, to develop their own learning materials which apply scientific approach are not easy work to accomplish by the teachers because the limited training of the application of new curriculum. The teachers feel confused to apply scientific approach in language teaching and learning process including the materials.

The last problem was related to the availability of the audio materials and the audio visual materials. The audio materials available are only employed as a listening training activity for grade XII who will face the final examination. Meanwhile for grade X and XI, it is usually the teacher who acts as the model for listening activities.

In regard to the scientific approach applied in Curriculum 2013, the Act of Indonesian Education and Cultural Minister Number 65 Year 2013 states that discovery/inquiry learning can be applied to strengthen the scientific approach, thematic-integrated (inter thematic subjects), and



thematic (in a subject). Therefore, considering the problems above and the benefit of Inquiry-based learning, the researcher plan to develop Inquiry-based learning materials for grade ten of senior high school.

### **C. Delimitation of the Problem**

The research focuses on designing inquiry-based learning materials for grade ten students of senior high school. The materials are developed in the form of the course book which consists of four skills.

### **D. Formulation of the Problems**

Based on the limitation of the problem above, the problems of this study can be formulated as follows:

1. What are the target needs of the grade X students of senior high schools?
2. What are the learning needs of the grade X students of senior high schools?
3. What are the appropriate inquiry-based learning materials for grade X students of senior high schools?

### **E. Objectives of the Research**

Related to the formulation of the problem above, the objectives of this study are as follows:

1. To find out the target needs of of the grade X students of senior high schools.

2. To find out the learning needs of of the grade X students of senior high schools.
3. To develop appropriate inquiry based-learning materials for grade X students of senior high schools.

#### **F. Significances of the Research**

This study is expected to give some contributions to the English teaching and learning in the following ways:

1. For English Education Department

This study is expected to be used as a reference to other researchers who conduct the same studies.

2. For the School

Later on the materials that have been developed by the researcher can be stored in the school library and can be used for source by the teacher.

3. For English teacher

This research is expected to be useful for providing materials for teaching for the teacher and for encouraging the teacher to develop materials which are appropriate for their students.

4. For the Student

From this study, the students are expected to develop their higher order thinking skills (researching, organizing, thinking abstractly, questioning and reflecting). The inquiry based learning materials are expected to

encourage learners' scientific attitude and knowledge for lifelong learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the literature review and the conceptual framework of the research. In the literature review, the researcher examines some theories underlying the research. The conceptual framework figures out the researcher's concept in developing the learning materials.

#### **A. Literature Review**

##### **1. English Language Learning in Senior High School**

###### **a. Theory of learning**

###### **1) Definition of language learning**

Tomlinson (1998: 4) states that learning is normally considered as a conscious process which consists of the committing to memory information relevant to what is being learnt. Meanwhile, Kimble in Hergenhahn and Olson (2009: 1) defines learning as a relatively permanent change in behavioral potentialities that occurs as result of reinforced practice. In line with Tomlinson and Olson's definitions, further, Brown (2000: 7) defines language learning in the domain of research and inquiry as acquisition processes; perception and recalling process of information or skills on learners' memory system; relatively persistent process but subject to forgetting; a change in behavior; and it involves learners' active and focus

involvement in some forms of reinforced practices. From the definitions above, it can be concluded that looking from inquiry's perspective, language learning involves more than just the process of perception but also the process of recalling in learners' memory or learners' change in behavior because of reinforced practice.

## 2) Characteristics of Senior High School students

Senior high school students of teenager are categorized into adolescence, the characteristics of adolescent learners according to Harmer (2001: 38-39) are (1) they are less lively, less humorous, less motivated, and presents outright discipline problems than adults; (2) individual identity has to be created among classmates and friends; peer approval are more important for the student than the attention of the teacher; (3) they would be much happier is such discipline problems i.e. problem with their friends did not exist; (4) they are disruptive in the class because of some factors i.e. boredom; (5) they have a great capacity to learn, a great potential of creativity and an excited commitment to things that interest them.

## 3) Language learning in the classroom

Harmer (2001: 25-26) proposes three elements which need to be present in the language classroom to help the students learn effectively: engage, study, and activate. Engage in relation to the



activities and materials means such activities and materials have to arouse students' interest to make them engage with the topic, exercise, or language they are going to deal with. The engaging activities can include games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc.

Study means activities where the students are asked to focus on language and how it is constructed. Meanwhile, activate can be defined in the form of exercises and activities which are designed to give students opportunity to use language as freely and communicatively as possible. These activities include role-plays, advertisement design, debate and discussions, story and poem writing, etc.

## **b. Curriculum 2013**

### **1) Curriculum 2013 in General**

Since the academic year of 2013/2014, the Indonesian Ministry of Education and Culture has developed the new curriculum called Curriculum 2013. The new curriculum has started to be implemented in some schools nationwide. According to the Indonesian Ministry of Education and Culture year 2013, learning process in curriculum 2013 is competencies-based learning. Competencies-based learning strengthens learning process and authentic assessment to achieve attitudes, knowledge and skills competences. Authentic assessment is a comprehensive assessment

which is conducted to assess the input process and output learning (including the domains of attitudes, knowledge, and skills). Authentic assessment assesses the readiness of learners, as well as the learning processes and outcomes of learning as a whole. The integration of the three components of assessment (input - process - output) will describe the capacity, style, and learning outcomes of students, even it is able to produce instructional effect and the effects of accompaniment (nurturing effect) of the learning.

The characteristics of the learning process at any educational institution are closely related to the Standards Graduate of Competence and Standards of Content. Standards Graduate of Competence provides a conceptual framework of learning objectives to be achieved. Meanwhile, Standards of Content provide a conceptual framework of learning activities and the learning process derived from the level of competence and scope of the material. In accordance with the Standards of Competence, learning objectives include the development of the domains of attitudes, knowledge, and skills are elaborated for each educational unit. The reinforcement of learning process is done through a scientific approach, namely a learning process which encourages learners to be able to observe, ask, try /collect data, associate, and communicate. One of seven characteristics of Curriculum 2013 is the competence is expressed in the form of class core competences

which further detailed in the learning subject basic competences. Core competences become the organizing elements of the basic competences. All the basic competences and the learning process are developed to achieve the competency stated in core competences.

## 2) The Structure of Curriculum for Senior High School

The Indonesian Education and Cultural Minister states that the English teaching and learning process in senior high schools is aimed to improve English communication ability including all four skills in the written and spoken forms.

The basic competences of grade X of senior high school cover the teaching of some texts. As stated before, compared to the previous curriculum, curriculum 2013 contains some differences. The difference lays on the organization; therefore, the curriculum still emphasizes on teaching text. Introducing text, text to compliment, text to show care, text to ask intention, text to congratulate, text to ask about event in the past time, announcement, descriptive text, narrative text, and recount text are the materials to be taught to grade ten students of senior high school. Besides the teaching of knowledge and skills of the texts stated before, the basic and core competences of grade X also cover the teaching of religious and social values which are well-behave, caring, honest, discipline, confident, responsible, cooperation, and loving peace. The teaching of these values are integrated in the teaching and learning process.

The complete version of the core and basic competences of grade ten of senior high school is available in the Appendices.

## **2. Inquiry-based Learning**

### **a. Definition of Inquiry-based learning**

As the name proposed, inquiry has the same meaning as investigation. According to Oxford learners dictionary, inquiry means investigation or act of asking questions or collection information about somebody or something. In line with the definition, Wells (1999) defines inquiry as pursuing significant questions through using questions and ways of researching from a range of knowledge systems. Meanwhile, Longman Dictionary of Language Teaching and Applied Linguistics defines inquiry learning as learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating.

Further, Kuhlthau (2007: 2) states that inquiry is an approach to learning which requires investigation, exploration, search, quest, research, pursuit, and study more than simply answering questions or getting a right answer. Meanwhile, looking from the scientific process, Llewellyn (2005: 24) defines inquiry as learners' active exploration using their critical, logical, and creative thinking skills to propose questions of the topic they engaged.

Therefore, it can be concluded that effective inquiry is more than asking questions or answering questions but a process where students are actively involved in their learning; they formulate questions, use a variety of sources to investigate widely and then build new understandings, meanings and knowledge and then communicate their learning to others. In line with the definition, later the materials designed are expected to develop appropriate inquiry-based learning materials for the learners.

#### **b. Constructivism**

Constructivism, as a perspective in education, is based on experimental learning through real life experience to construct and conditionalize knowledge; students construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Llewellyn (2005: 28) explains that constructivism is a theory about how people come to know and what they know. It is based on premise that by reflecting on their prior experiences, people construct or make meaning about the world around them based on the context of their existing knowledge.

Constructivism is a theory how people learn. Examples of constructivist theory may be found in the works of John Dewey, Jerome Bruner, Lev Vygotsky, Jean Piaget, and George Kelly. It is problem based, adaptive learning, that challenges faulty schema,



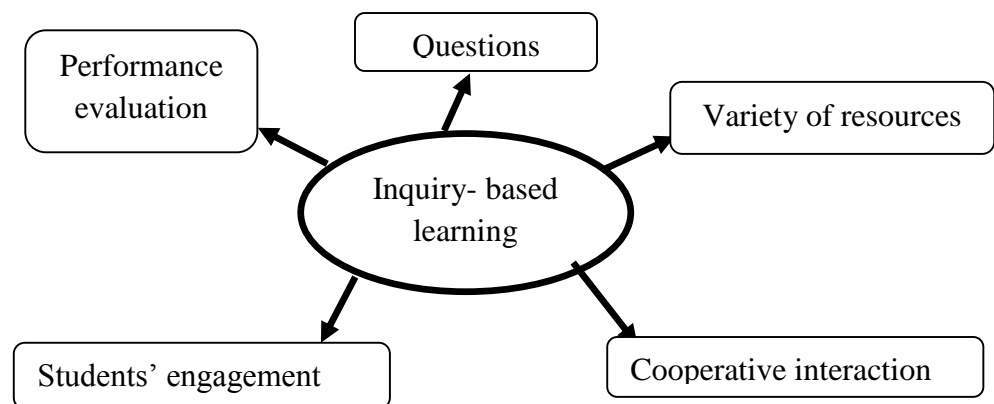
integrates new knowledge with existing knowledge, and allows for creation of original work or innovative procedures.

In Alberta Education (2004: 80) inquiry-based learning from constructivist learning theory is characterized as students' active exploration, risk taking, curiosity, motivation, critical and creative engagement, and their connections with real-life situations and real audiences. The types of learners are self-directed, creative, innovative, drawing upon visual/spatial, musical/rhythmic, bodily kinesthetic, verbal/linguistic, logical/mathematical, interpersonal, intrapersonal, and naturalistic intelligences. The purpose in education is encouraging students to use active techniques (experiments, problem solving) to create more knowledge, to reflect on and talk about what they are doing and how their understanding is changing. The educator's role is to mentor the learner during heuristic problem solving of ill-defined problems by enabling quested learning. The learning goal is the highest order of learning: heuristic problem solving, metacognitive knowledge, creativity, and originality that may modify existing knowledge and allow for creation of new knowledge. As explained in Kulhthau (2007: 14) a constructivist approach views learning as students' involvement in active processes of constructing deep understanding and this construction is an active, ongoing learning process that continues throughout life.

From the definition above, it can be concluded that inquiry is a tool for constructivism, a seeking for truth, information, or knowledge by questioning. This approach to inquiry learning is based on constructivist learning theory.

**c. Components of Inquiry-based learning**

Inquiry approach consists of some components. According to Garton (2005: 23) the inquiry approach possesses five general components which consist of question, student engagement, cooperative interaction, performance evaluation, and variety of resources as shown in the following figure.



**Figure 2.1 The Components of Inquiry-based Learning**

**(Garton, 2005: 23)**

- 1) Questions: learning process usually began with essential questions which can stimulate investigation and learners' curiosity of a phenomenon. To answer these questions students

are required to use the top of Bloom Taxonomy in which they are required to do several steps; evaluating (make a thoughtful choice between options, with the choice based upon clearly stated criteria), synthesizing (invent a new or different version), and analyzing (develop a thorough and complex understanding through skillful questioning). The answers of the questions can't be found for example in the text book because students have to invent and construct the answers.

- 2) Students' engagement: in inquiry learning process, students have an active involvement, meanwhile the teacher's role is just as a facilitator. Students do not just passively write down the answers but they are required to create a unique product that shows their understanding in conducting the investigation.
- 3) Cooperative interaction: students are asked to work in pairs or group and discuss their ideas. In this case, students are reminded that learning process is not a competition. The answers of the questions asked by the teacher can come in all shapes and forms and all the answers may be right.
- 4) Performance evaluation: as stated before, in answering the problem, students are asked to create a unique product that shows their understanding in conducting the investigation. This product can be in the form of presentation slides, graphs,

posters, essay, song, mural, and others. Through these products, teacher does the evaluation.

- 5) Variety of resources: students can use a variety of learning resources, such as textbooks, reference books, magazines, web sites, television, video, posters, interviews with experts, etc.

#### **d. Steps of Inquiry-based learning**

There are some various steps of inquiry-based learning proposed by some scholars. Collete and Chiappetta (1986), Kuslan and Stone (1968), and Victor (1989) in Lawson (2010: 86) identified five steps of inquiry method which were: (1) learners explore perplexing phenomena and are asked to state a problem or questions/question; (2) learners are encouraged to propose and screen hypotheses; (3) learners design and conduct experiment to test hypotheses; (4) learners organize and analyze the data obtained; (5) learners are guided to formulate a conclusion, or sometimes they suspend judgment.

In line with the steps above, Sund and Trowbridge (1973: 63) propose six steps of mental process in inquiry: (1) learners ask insightful questions about natural phenomenon; (2) learners formulate problems; (3) learners formulate hypotheses; (4) learners design investigative approach including experiments; (5) learners carry out the experiments; (6) learners synthesizing knowledge.

In addition Llewellyn (2005: 21) divides the inquiry-cycle into six stages, they are: (1) during inquisition phase, the learners explore and pose some questions to initiate their inquiries; (2) in the acquisition phase, based on learners' prior experience or background knowledge, they brainstorm possible ideas and solutions to the inquiry; (3) after brainstorming possible ideas and solutions to the inquiry, in supposition phase learners state a hypothesis to test the questions being investigated; (4) during implementation phase, learners design a plan to test their prediction and carry out the plan; (5) in the summation phase, learners record and analyze their observations. They also compare the findings of the observations to their original ideas in supposition stage; (6) finally, in exhibition phase, learners communicate their findings and new information in the form of poster display, PowerPoint presentation, or written or oral report.

Furthermore, Provenzo and Buxton (2007: 78) described one common inquiry model or 5E learning cycle into five components as explained in Llewellyn (2005: 47-48): (1) Engagement stage, the teacher introduces the topic of the lesson and the objectives of the learning; (2) Exploration stage, the learners carry out the investigation; they raise questions, develop hypotheses to test, and collect data; (3) Explanation stage, the learners analyze and interpret the data or information collected during the exploration; (4) Extension

stage, the learners apply the concepts that have been learnt to different context; (5) Evaluation stage, the learners summarize the relationship between variables studied in the lesson and do evaluation about their works.

Therefore, the steps of inquiry applied in the developed materials are from the adaptation of 5E learning cycle and the inquiry cycle proposed by Llewellyn (2005: 21). In general, the steps of Inquiry in the materials will be:

1) Orientation. In this stage, learners will get clear information about the topic and learning objectives that they are going to learn. Different to the *getting started* activities which focus in giving background knowledge of what learners are going to learn, in orientation stage by giving the topic or the objectives of the learning to the learners, it functions to encourage the learners to think to solve the problem from the beginning of the learning process. For example, in learning introducing text, the learners learn about the learning objectives in listening and speaking sections. The objectives are to respond to somebody who introduces himself or herself to you and to introduce you and others.

2) Formulating a problem. In this stage, learners study the topic and the learning objectives which will stimulate learners' exploration. Later referring to the objectives, they make relevant questions as many as possible. For example, after learners learn about the objectives in

learning introducing text in the listening and speaking sections, they formulate some questions to initiate their inquiries, such as “What expressions are used to introduce yourself and others?”.

3) Proposing a hypothesis. In this stage, learners are asked to brainstorm possible ideas and answer the questions in formulating the problem stage based on their current knowledge. This stage functions to connect what the learners already know and motivate them to bring their own questions to the phenomenon.

4) Collecting data. Once questions are posed, learners are encouraged to gather information on the question area through research from sources. When enough information related to the topic of inquiry is gathered, the learners are expected to categorize or outline and highlight the important information relative to the topic. This helps learners make connections with new learning and prior learning. In this stage, to answer the questions related to the topic being investigated (the social function, text structure, and language features of introducing text), learners in this stage collect some information about the problem through research from sources which including activities such as evaluating books, exploring internets and others information resources critically.

5) Testing the hypothesis. In this step, learners sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions. They investigate social function, text structure,

and language features of the introducing text and compare the model with other examples of the same text type by doing the tasks. Learners collaborate and work together either in pairs or in group to gather and share information about their understanding of the social function, text structure, and language features of the introducing text.

6) Formulating a conclusion. In this stage, learners communicate their answers to the questions orally and/or in writing. They make a conclusion of knowledge they obtained about the social function, text structure, and the language features of the introducing text. By describing the information they have found, learners learnt to confront conflicting ideas and form their own evidence-based opinions, and to be ready to take a stand and defend it. As peers listen to others' presentation, they take notes and list their questions and prepare to give positive feedback.

7) Creating a text. In this step, learners create texts to express their thoughts or ideas. The steps of creating a text divided into semi-guided and free-guided in which learners work independently with the text. Learners should also be encouraged to utilize self-assessment throughout the learning process. In learning introducing text, the learners are finally asked to do role-play based on some situations related to introducing someone or others. Learners are also asked to write their own e-mail which includes expressions of introducing.



Moreover, related to the levels of inquiry apply in the materials, one of four levels of continuum proposed by Banchi and Bell (2008: 26-27) will be used by the researcher. According to them, there is a four-level continuum—confirmations, structured, guided, and open inquiry which is useful in classifying the levels of inquiry in an activity. The continuum focuses on how much information (e.g., guiding question, procedure, and expected results) is provided to the students and how much guidance the teacher will provide. At the first level, confirmation inquiry, students are provided with the question and procedure (method), and the results are known in advance. At the next level, structured inquiry, the question and procedure are still provided by the teacher; however, students generate an explanation supported by the evidence they have collected. At the third level, guided inquiry, the teacher provides students with only the research question, and students design the procedure (method) to test their question and the resulting explanations. At the fourth and highest level of inquiry, open inquiry, students have the purest opportunities to act like scientists, deriving questions, designing and carrying out investigations, and communicating their results. Considering the levels of inquiry above, the developed materials adapt and apply the guided inquiry level.

### **e. Bloom Taxonomy**

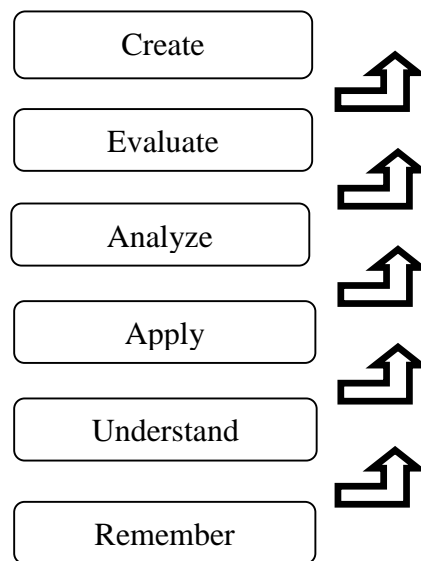
In regard to the process of inquiry, it is expected that the developed materials apply questions which can foster and help the learners to construct their understanding to produce deeper learning. Therefore, the researcher applied the revised Bloom taxonomy (Taxonomy of cognitive objectives) proposed by Krathwohl (2012).

The original taxonomy by Benjamin Bloom is credited with developing a way to categorize levels of reasoning skills in the 1950s. The hierarchy of Bloom's Taxonomy is often depicted as a pyramid, with simple knowledge-based recall questions at the base. It provided carefully developed definitions for each of the six major categories in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

The revised taxonomy have some differences compares to the original one. The differences can be summarized into some points: (1) the names of six major categories were changed from noun to verb forms as thinking is an active process; (2) the subcategories of the six major categories were also replaced by verbs and some subcategories were reorganised; (3) the knowledge category was replaced with the word remembering to describe a category of thinking; (4) comprehension and synthesis were retitled to understanding and

creating respectively, in order to better reflect the nature of the thinking defined in each category.

The Structure of the Cognitive Process Dimension of the Revised Taxonomy are shown in the following figure.



**Figure 2.2 The Cognitive Process Dimension of the Revised Taxonomy by Krathwohl (2012: 215)**

In order, the levels are:

- Remember or retrieving relevant knowledge and information from long-term memory.
- Understand or determining the meaning of instructional messages.
- Apply or using a procedure in a given or another familiar situation.

- Analyze or breaking material into its parts and detecting how the parts relate to one another and to an overall structure or purpose.
- Evaluate or justifying based on criteria and standards.
- Create, generating new ideas or putting elements together to form a novel, coherent whole or make an original product.

#### **f. The benefit of Inquiry-based learning**

Besides to strengthen the scientific approach, thematic-integrated (inter thematic subjects), and thematic (in a subject) as stated in the Act of Indonesia Education and Cultural Minister number 65 year 2013, inquiry learning offers many benefits for the students and the teacher. Kuhlthau (2007: 24-25) states that in the process of inquiry-based learning, from generating a questions or problem to be solved up to communicating and sharing their findings, learning through inquiry empowers students with the knowledge, skills, and dispositions to become independent thinkers and lifelong learners. Further, she explains that the process helps the students to develop research competency and subject knowledge as well as foster their motivation, reading comprehension, language development, writing ability, cooperative learning, and social skills. In which all of these have been identified as essential for successful lifelong learning.

Through the investigation process, students are able to answer questions, develop solutions, or support certain viewpoints now and in the future time, Alberta Learning (2004: 3). Meanwhile

through reflecting on the process during inquiry-based learning activities, students are also given opportunities to explore and understand both the cognitive and affective domains of “learning to learn” (Hacker, 1999; Kuhlthau, 1988). Wells (1999) explains that through inquiry, a student’s meta-cognitive skills can be developed. It is because through inquiry, learners do not just have to memorize material and then reiterate it on a test; instead, they have to develop skills for researching, organizing, thinking abstractly, questioning and reflecting. Meta-cognitive skills are part of the “learning to learn” skills that are transferable to new learning situations, in school and out of school (Hacker, 1999; Kuhlthau, 1988).

Further, the benefit of inquiry learning related to students’ life is proposed by Myers (2001) who explains that by connecting the students’ social world with what they are learning; it helps them understand the unknown. Thus, according to him, inquiry is not only developing questions, but examining how these questions impact the world around them also. They concern about their world, historical and cultural world. This is accomplished through their active involvement in their learning.

Finally to be successful inquiry-based learning, in Alberta Education (2004: 15) it is explained that the topics of the inquiry are of personal interest to the students. Students need to have a choice of topics about which they truly wonder and care, and there needs to

be an identifiable time when students work on their inquiries, and they also need to be allowed to generate their own topic questions. In other words, interest and motivation are significant elements in inquiry learning. In line with the explanation, Wells (2004: 83) also states that it has to be ensured that the inquiry topics engage the students, and the challenges that are presented to them are connected with their interests, preferences and relevant past and anticipated future experiences.

In sum, through inquiry-based learning, learners can be independent learners and develop their skills and intrinsic motivation which are essential to prepare them for problem solving and lifelong learning. These skills are also applicable to all areas of their life and will help them in their personal, school, work and social lives. In regard to the benefits offered by Inquiry-based learning, later the materials designed are expected to be able to develop this learners' learning to learn skills.

### **3. English Learning Materials**

#### **a. Definition of Materials**

Materials are substantial components in teaching and learning process. Tomlinson (1998: 2) defines materials as anything which is deliberately used to increase the learners' knowledge and/or experience of the language. Furthermore, he states that materials obviously in the form of cassettes, videos, CD-ROMs, dictionaries,

grammar books, readers, workbooks or photocopied exercises. Richards and Schmidt (2002: 322) also describes materials in language teaching as anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display. In short, materials refer as anything sources of possible input which can be used by teachers or learners to increase learners' knowledge and/or experience of the language which are presented in print, audio or video form.

#### **b. Materials development**

In Indonesia, schools and even teachers still face difficulties to choose course books which meet their learners' need and interest to achieve the learning goals; therefore materials development is a recommended way to be applied in teaching and learning situation. Graves (2000: 150) describes materials development as creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course. Tomlinson (1998: 2) also describes it as anything which is done by people (the writers, the teachers, or the learners) to provide sources of language input of the language which is designed to promote language learning. Therefore, it can be concluded that material development is any activities done by

writers, teachers, or learners in ways designed to help the students reach the goals of the course.

**c. Consideration for developing materials**

There are some principles to be considered in the process of materials development. Hutchinson and Waters (1987: 107-108) propose six principles which will guide materials developers in actual writing of the materials: (1) materials provide stimulus of learning. It means that good materials should encourage learners to learn. Therefore, good materials should contain interesting text, enjoyable activities, opportunities for the learners to use their existing knowledge and skills, and content which both learners and teachers can cope with; (2) materials help to organize the teaching and learning process, by providing a path through the complex mass of the language to be learnt. This principle means to maximize the learning opportunities, good materials should provide a clear and coherent unit structure which will guide the teacher and learners through various activities; (3) materials embody a view of the nature of the language and learning. Therefore, good materials should truly reflect of what a materials developer think and feel about the learning process; (4) materials reflect the nature of the learning task. In another word, good materials should reflect the complexity of the tasks yet appear manageable; (5) materials should introduce teachers to new techniques. This principle means good materials should have



a very useful function in broadening the basis of teacher's training;  
 (6) good materials should provide model of correct and appropriate language use.

Meanwhile, Tomlinson (2010) denotes that the materials should meet some principles, they are: (1) materials should provide sufficient opportunities for the learners to practice the language in order to achieve the agreed outcomes; (2) the output materials should encourage the learners to practice the real language, than just practicing a particular thing on the developed materials; (3) the output materials should be able to help the learners to be accurate, fluent and effective in using the language in the daily life context; (4) the output should encourage the students' feedback.

In addition, Graves (2000: 152-155) also propose fifteen considerations when designing and organizing the activities in the developed materials: (1) the activities should draw learners' experience and their current situation. The activities also should be relevant to them; (2) the activities should focus on learners' outside of class needs to meet the learners' needs; (3) the activities should make the learners feel confident in transferring what they have learnt outside the class; (4) the activities should allow the learners to problem solve, discover, and analyze so that the learners can engage and use the language in the learning process; (5) the activities should help the learners develop specific skills and strategies so that they

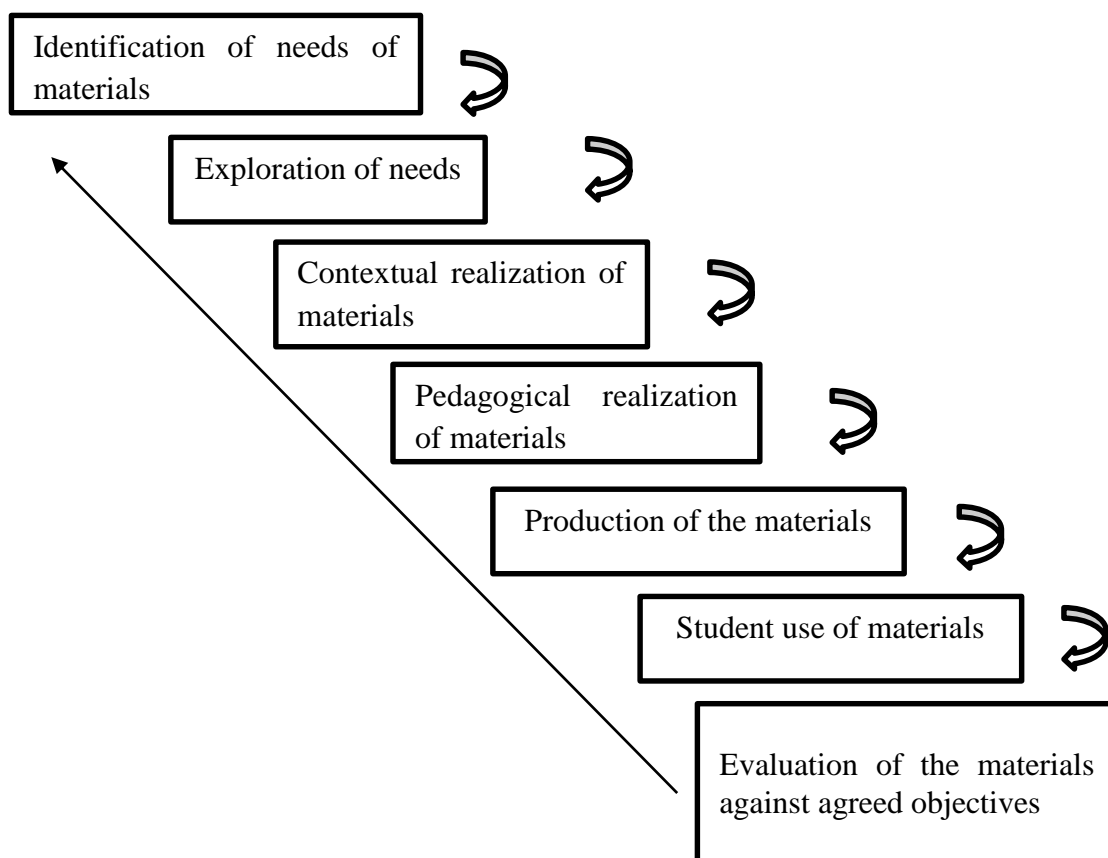
can transfer skills to other situations; (6) the activities should help the learners learn and practice specific language and skills they need for authentic communication; (7) the activities should integrate the four skills of listening, speaking, reading, and writing because those skills mutually reinforce each other; (8) the activities should enable learners to understand how the text is constructed to make them understand in learning similar texts; (9) the activities should enable learners to understand cultural context and differences; (10) the activities should enable learners to develop social awareness. It means that activities should make the learners have more confident in target culture and at the same time understand their own culture better; (11) the activities should be as authentic as possible to make the learners see relationship and gain experience with real language use; (12) the activities also should be vary the roles and groupings so that the learners get different types of practices and responsibility; (13) the activities should consist of various types and purposes to provide enough practices for the learners; (14) when possible the activities should use authentic texts so that the learners are familiar with the language used in the real world; (15) the activities should employ a variety of materials to engage the learners in the learning process and to meet different learning needs.

Regarding the principles, having an obvious list dealing with aspects to achieve through the materials is necessary. In an attempt

to realize such materials, there are some models of materials development to refer.

#### d. Steps of material development

As a set of materials production done by writers, teachers, or learners to help the students reach the goals of the course of a particular academic period, the materials development process should be well-organized. Jolly and Bolitho in Tomlinson (1998: 98) propose some steps to develop materials as illustrated in the figure below.



**Figure 2.3 Jolly and Bolitho's Material Development Process (1998: 98)**

The process of materials development as proposed by Jolly and Bolitho (1998: 97) starts with the identification of needs for materials. In the first place, the teacher identify the learners' needs to create the materials which meet the learners' needs. After that in the process of exploration of the needs, the teacher explores the area of need in terms of what language, what meaning, what functions, what skills etc. which need to be presented in the materials. Later by considering the contextual, pedagogical realization and physical production, the teacher finds suitable ideas, contexts, or texts to design appropriate exercise, activities, instruction, and graphic of the materials. After those process of materials production, the learners use the materials and ending with the evaluation whether the materials has met the objectives or not.

Regarding this research, the research procedure in this study used stages of materials design proposed by Jolly and Bolitho (1998) above with some adaptations to meet the conditions of the research. It is because there is no try out in the step of this research.

#### **e. Criteria of good learning materials**

Richards (2001: 263) states that good learning materials should be engaging, at an appropriate level of difficulty, and provide motivating and useful practice. Rowntree (1997) in Richards (2001: 263) proposes some criteria of the good materials that they should be:

- arouse the learners' interest
- remind them of earlier learning
- tell them what they will be learning next
- explain new learning context to them
- relate these ideas to learners' previous learning
- get learners to think about new content
- help them get feedback about their learning
- encourage them to practice
- make sure they know what they are supposed to be doing
- enable them to check their progress
- help them to do better

(Rowntree 1997, 92)

For Inquiry-based learning materials, good learning materials should consist of:

- (1) tasks which facilitate the learners to solve problems from the beginning of the learning process;
- (2) tasks which require the learners to formulate problems and propose hypotheses;
- (3) tasks which give the learners background knowledge of what they will learn next;
- (4) tasks which require the learners to collect data, test the hypotheses, and draw conclusions;
- (5) tasks which encourage the learners to practice what they have learnt from the previous parts (to create);
- (6) reinforcement tasks which enable the learners to check their progress and help them to do better;

(7) additional tasks which remind the learners of their learning; help the learners get feedback about their learning; and arouse their interest of the learning topic being discussed.

#### **4. Unit Design Development**

##### **a. Task continuity**

According to Nunan (2004: 125), the terms ‘continuity’, ‘dependency’ and ‘chaining’ refer to the same thing which are the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. Thus, in developing the unit of the materials, the decisions on what to teach first, second, and last is a crucial thing. Krashen (2002) state that in order to have a good organization of tasks, the tasks should be graded well, by considering the level of difficulty, from the easiest to the most difficult, so the goal of language acquisition can be achieved. Nunan (2004) also emphasizes the importance of grading a task in terms of determining the level of difficulty of the task. According to Nunan (2004), determining task difficulty has a crucial role, as without determining the task difficulty, the materials developer will not be able to sequence the task well (2004: 85). Richard, Platt and weber (1986:125) on Nunan (2004: 113) proposes the key principle of task grading as follows:

the arrangement of content of a language course or textbook so that it is presented in a helpful way. Gradation would

affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

Difficulty in task development may vary in nature. Nunan (2004: 114-115) proposes that difficulty may be categorized by the complexity of grammatical items, such as the length of the text, propositional density, the amount of difficult vocabularies (vocabularies with low frequency to appear), the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the amount of support provided to the listener or reader such as photographs, drawings, tables, graphs. Another factor causing difficulties of the task is the type or genre of the input text. Considering the grade and the sequence of the input is also an important thing for example applying top-down schematic knowledge which can facilitate learning comprehension. Hammond and Derewianka (2001) on Nunan (2004) argue that ‘friendly’ texts will be easier to process than an abstract one.

Referring to the explanations above, it can be concluded that to grade and sequence the tasks well, the process of the components of task and the stages of knowledge acquisition in a classroom

activity should be taken into account. Nunan (2004: 126) proposes the task grading in the following table.

**Table 2.1 The task continuity principles (Nunan, 2004: 126)**

<b>Phases</b>	<b>Steps within phases</b>
A. Processing (comprehension)	1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, nonverbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B. Productive	5. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
C. Interactive	8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).



In short, the stages above explain that to develop the unit of the materials, it may start with the comprehension task that only needs receptive skills. The next stage is allowing students to do some simple actions in controlled production activities and exercises and finally to ones requiring authentic communicative interaction in productive activity.

## **5. Task development**

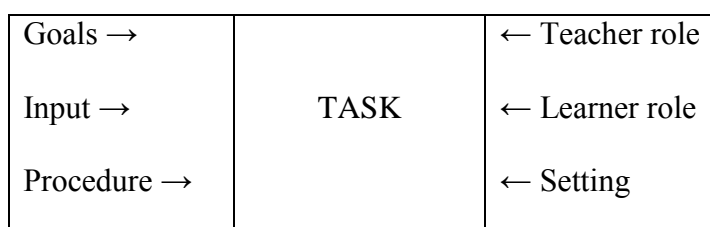
### **a. Definition of Tasks**

Tasks can be defined in some ways. Tomlinson (1998: xvi) defines tasks as activities in which learners are asked to use the target language in order to achieve a particular outcome within a particular context (e.g. solving a problem; planning a meeting; selecting candidates for an interview). A similar definition is given by Richards and Schmidt (2002: 539) who state task is an activity which is designed to help achieve a particular learning goal. Meanwhile, Nunan (2004: 1) defines tasks as real-world or target tasks, and pedagogical tasks. Target tasks, as the name implies, refer to uses of language in the world beyond the classroom; pedagogical tasks are those that occur in the classroom. Furthermore he defines pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language meanwhile their attention is focused on mobilizing

their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. Finally, Ellis (2003: 16) defines task as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. From the definitions above, it can be concluded that task can be defined as activities designed to help learners achieve a particular outcome within a particular context.

#### **b. Tasks Components**

Nunan (2004: 40) suggests that a task consists of the following elements: content, materials, activities, goals, students, and social community and should contain input, roles, settings, actions, monitoring, outcomes and feedback. Furthermore, he proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings as shown in the following figure.



**Figure 2.4 Components of Tasks (Nunan, 2004: 41)**

### 1) Goal

In developing the task, the teacher has to decide the goals of the task first. Goals are the vague, general intentions behind any learning task. It may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. Another point worth noting is that goals may not always be explicitly stated although they can usually be inferred from the task itself. Additionally, there is not always a simple one-to-one relationship between goals and tasks (Nunan, 2004:41-42).

### 2) Input

The second component of the task is input. 'Input' refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook, some other source, or alternatively can be generated by the learners themselves (Nunan, 2004: 47). It is important for the teacher to give as much as possible opportunities for the learners to engage with authentic materials to comprehend oral and written language outside the class. Authenticity according to Nunan (2004: 49) refers to the use of spoken and written material that has been produced for purposes of communication not for purposes of language teaching. Therefore, for language teaching and learning process which aim both at developing academic

skills or preparing students for further study can employ authentic materials.

### 3) Procedures

The third component of the task is procedures. ‘Procedures’ specify what learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004: 52). Some ways of evaluating procedures according to Nunan (2004: 53-56) are: (1) it can be analyzed in the terms of to which the sorts of communicative behaviors tasks might be expected to use in genuine communicative interactions outside the classroom; (2) analyzing in terms of the tasks focus of goal whether they are basically concern with skills getting or skills using; (3) analyzing them those that focus the learner on developing accuracy and those that focus on the development of fluency; (4) analyzing the tasks’ focus of control.

### 4) Teacher and learners roles

‘Role’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). Considering the statement above, therefore, the developed materials should encourage or allow learners to explore and apply active strategies in the classroom. In addition,

for teacher may need to strike a balance between the roles that they feel appropriate and those demanded by the students.

#### 5) Setting

Nunan (2004: 70) defines setting as the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. In line with the definition, Wright (1987:58) stated that the arrangement of the task can be done individually, in pairs, in groups, or in a whole class mode. In sum, setting can be defined in terms of learning mode and environment. In learning mode, the learners learn based on the class arrangements whether they have to carry the task individually or in group. Meanwhile in learning environment it is about where the learning takes place.

#### c. Task Types

There are some kinds of task types, but in this discussion, it is limited only to real world task and pedagogic task as proposed by Nunan (2004: 1) and Richard (2001: 162). Nunan (2004: 1) defines tasks as real-world or target tasks, and pedagogical tasks: target tasks, as the name implies, refer to uses of language in the world beyond the classroom; pedagogical tasks are those that occur in the classroom. Further, he (2004: 4) criticizes that a pedagogical task is a piece of classroom work that involves learners in comprehending,

manipulating, producing or interacting in the target language meanwhile their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. In line with the statement, Richards (2001: 162) has proposed the typology of pedagogical tasks which consist of jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, opinion exchange tasks.

#### **d. Principles of Task-based Language Teaching**

To create meaningful tasks, there are some underlying principles to follow. Nunan (2004: 35-38) summarizes seven principles for task-based language teaching as described below.

##### **a) Scaffolding**

The first principle state that in the beginning of the learning process, learners should not expect to produce language that has not been introduce before. Therefore, by providing warming-up activities in the materials, it will give supporting framework for the learners to deal with the activities they are going to learn.

##### **b) Task dependency**

The second principle in developing a certain set of tasks is that the organization of the tasks is developed in the sequence. For example, when the learners write a certain type of text, the product is the output of the reading activities done before.

Meanwhile, when the learners perform a certain type of text orally, the product is the output of the listening activities done before.

c) Recycling

The third principle state that the developed tasks should provide opportunities to the students to activate the “organic” learning principle. It means that this principle allow the learners to encounter a particular language items and then to introduce the item in a range of different environments. For example the function of “expressing like and dislike” and “yes/no questions with do/does” will be different in the context of entertainment to the context of food.

d) Active learning

The fourth principle is the importance of active learning within the classroom activities. The point is the learner who is doing the work. It is because learners learn best through doing. Through actively use the language they learn, learners will gain the language maximum exposures.

e) Integration

The developed tasks need to be delivered in ways the students can grasp and create a clear relationship between linguistic form, communicative function and the semantic meaning of the language they are learning. In other words, the

grammatical, lexical and phonological components in the developed tasks are taught in integration.

f) Reproduction to creation

The developed task should encourage the learners to do reproductive activities. At first they may reproduce the language models given by the teacher through the book, or the tape. After they have reproduced the language, they need to continue the step into the creative one, by combining the language with their original idea.

g) Reflection

At the end of the developed unit, the learners should be given an opportunity to make reflection on what they have learned and how well they are doing.

## **6. Materials Evaluation**

Materials evaluation is a crucial step in the process of developing learning materials. Tomlinson (1998) states that material evaluation aims to measure the value of the materials. He also states that materials evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use or focuses on predictions of potential value. It can be whilst-use or focuses on awareness and description of what the learners are actually doing whilst the materials are being used. And it



can also be post-use and focuses on evaluation of what happened as a result of using the materials. Richards and Schmidt (2002: 322) also defines materials evaluation in language teaching as the process of measuring the value and effectiveness of learning materials. This evaluation aims to find out, which components of the learning materials need to be fixed and improve for the sake of learning outcomes improvement. In sum, it can be concluded that material evaluation is the systemic appraisal to measure the value and effectiveness of materials in relation to learners and learning objectives.

Regarding to the context in this research, this study used the expert judgment questionnaire to know their opinion and suggestion toward the materials. The materials are evaluated by materials evaluators by referring to the guideline of materials evaluation (Instrumen Penilaian Buku Bahasa Inggris SMA) as proposed by government. The aspects of materials evaluation cover; content appropriateness, presentation appropriateness, language appropriateness and lay-out appropriateness of each unit of the developed materials.

## **B. Conceptual Framework**

The purpose of this research is to develop appropriate inquiry-based learning materials for grade ten of senior high school. The reason to conduct the study is based on the consideration of the objectives of the teaching and learning process in senior high school which is aimed to improve English

communication ability including all four skills in written and spoken form and the application of the new curriculum 2013 which applies scientific method. The Act of Indonesian Education and Cultural Minister number 65 year 2013 state that to strengthen the scientific approach, thematic-integrated (inter thematic subjects), and thematic (in a subject), discovery / inquiry learning can be applied. Another consideration is the learning materials because materials are important components within the curriculum and are the most substantial and visible component of pedagogy (Nunan, 1991: 22). However, in reality, most the materials used in some schools have not applied scientific method yet. In addition, the usage of students' worksheet (LKS) and materials from online sources do not represent the scientific concept in the new curriculum. Those language used in the existing materials are also not relevant to the learners' need.

Considering the problems above, it is necessary to develop inquiry-based learning materials for grade ten of senior high school because these materials are expected to encourage learners' scientific attitude and knowledge for lifelong learning. According to Wells (1999) inquiry is pursuing significant questions through using questions and ways of researching from a range of knowledge systems. Meanwhile, looking from the scientific process, Llewellyn (2005: 24) defines inquiry as learners' active exploration using their critical, logical, and creative thinking skills to propose questions of the topic they engaged. In line with the processes, Kuhlthau (2007: 24-25) states that in the process of inquiry-based learning,

from generating a questions or problem to be solved up to communicating and sharing their findings, learning through inquiry empowers students with the knowledge, skills, and dispositions to become independent thinkers and lifelong learners. Hacker (1999) adds that through reflecting on the process during inquiry-based learning activities, students are given opportunities to explore and understand both the cognitive and affective domains of “learning to learn”.

There are some various steps of inquiry-based learning proposed by some scholars. In general, the steps are orientation, formulating problems, proposing hypotheses, collecting data, testing hypotheses, and formulating conclusions. Therefore, the design of inquiry-based learning materials will involve in the construction of knowledge through learners’ active involvement through, observations, collect, analyze, synthesize information, and draw conclusions to foster some skills for successful lifelong learning.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter describes the methodology of the research. It puts the emphasis on the type of the research, research setting, research subject, research procedure, research instruments, data collection technique, and data analysis technique.

#### **A. Type of the research**

The objective of this research is to develop appropriate inquiry-based learning materials for the grade X of senior high school; therefore, this research is classified as Research and Development (R & D). Borg and Gall (1983: 772) define the term R & D as a process used to develop and validate educational product. Related to the product, further they (2003: 569) state that the findings of the R & D research are used to design new products and procedures, which systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. A similar definition of the term R & D is given by Gay (1983: 10) who defines R & D as an effort to develop an effective product that can be applied for the educational program.

The final product of this research is the materials developed based on the result of need analysis. Thus, the materials are expected to meet the students' needs.

## B. Research Setting

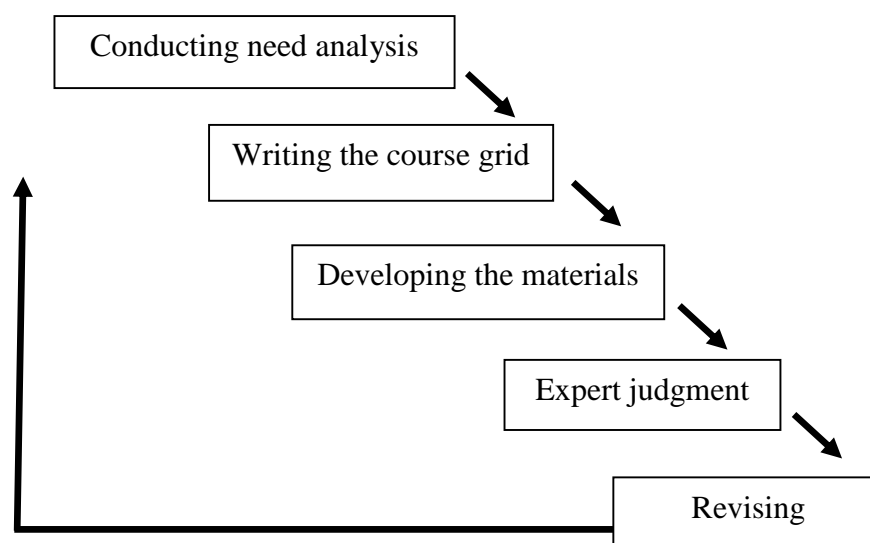
The research was conducted in May 2014 at SMA 2 Yogyakarta which is located in jalan Bener, Tegalrejo, Yogyakarta. In this school, there are 27 classes in which in each grade there are 9 classes.

## C. Research Subject

The subjects of this research study were the students of grade X class X PMIIA 3. The number of research subject was 30 students. The study focuses on developing appropriate inquiry-based learning materials for grade ten of senior high school.

## D. Research Procedure

Research procedure used in this study combined the model of R n D cycle proposed by Borg and Gall (2003: 570) and stages of materials design proposed by Jolly and Bolitho in Tomlinson (1998) with some adaptation to meet the conditions of the research. The scheme of steps of materials development in this research is shown in figure below.



**Figure 2.5 Steps of Materials Development**

1. Conducting needs analysis

The need analysis was the first stage conducted in this study. The data were obtained by distributing questionnaire among grade X students of SMA 2 Yogyakarta. Conducting need analysis is needed to collect specific information related to learners' learning needs and target needs. This analysis was then used as a basis on developing inquiry-based learning materials which were suitable to what students really need.

2. Writing the course grid

In this stage the course grid was developed based on the students' needs which were previously assessed through need assessment questionnaire. There was also consideration about core competences and standard competences which underlay English teaching in SMA. The course grid was made to plan, order, and organize the content of the materials. It became a guideline to develop the tasks of the learning materials.

3. Developing the materials

The English learning materials were developed based on the course grid. The materials covered all the four skills and there were three units that have been developed.

4. Expert judgment

After the first draft has been designed, as a means to evaluate the developed materials, expert judgment questionnaire was proposed to the materials expert to assess whether the materials had meet the requirements of appropriate content, language used, presentation, and

graphic. The expert judgment questionnaire was adapted from the criteria proposed by BSNP (2011). The expert was also provided some spaces to write their opinions and suggestions.

#### 5. Revising

After getting the feedback from the expert judgment, the result of the expert judgment questionnaire were analyzed and used to evaluate and revise the first draft of the materials. Based on the revision, the researcher created the final draft of the material design.

### **E. Research Instruments**

The instruments which the researcher used in collecting the data for the purpose of this research was questionnaires. There were two kinds of questionnaires guidelines used here and they were distributed twice. The first were made for obtaining the data for the learners' need and the learning need analysis and this type was for students. Meanwhile the second was expert judgment questionnaire and this type was proposed to the materials expert as a means to evaluate the developed materials. The outline of the questionnaire for needs analysis is listed below.

**Table 3.1 The Outline of the Questionnaire for Needs Analysis**

No	Item number	Aspect	The purpose of the questions	Reference
1.	I	Who the learners' are	To find out basic information about the students' profile	Graves (2000: 103) Tomlinson (1998: 240)
2.	1	Goal	To find the information about students' opinion of learning interest	Graves (2000: 104)
<b>Target needs</b>				
3.	4	Necessities	To find out the learners' need in terms of the demand of the target situation	Hutchinson (1987: 55)
4.	2,3	Lacks	To find out the gap between learners' proficiency and the required knowledge level	Hutchinson (1987: 56)
5.	5, 21	Wants	To find the learners' needs related to the material	Hutchinson (1987: 56)
<b>Learning needs</b>				
6.	13-20	Input	To find out the content should be carried out in the designed task	Nunan (2004: 47)
7.	6-12, 22-28	Procedures	To find the information about what the students should do with the task	Nunan (2004: 52)
8.	31	Learners' role	To find out learners' role in the classroom	Nunan (2004: 67)
9.	32	Teacher' role	To find out teacher' role in the classroom	Nunan (2004: 64)
10.	29-30	Setting	To find the information about students' opinion on how the task should be carried out	Graves (2000: 103) Nunan (2004: 70)



The second instrument was questionnaire used to assess the materials (Expert Judgment). The questionnaires were distributed to expert of materials of English Education Department. Since each unit was evaluated through a questionnaire, there were three questionnaires to distribute to the expert. The questions were adapted from BSNP of *Instrumen Penilaian Buku Bahasa Inggris SMA*. The organization of the second questionnaire is listed below.

**Table 3.2 The Organization of the Expert Judgment Questionnaire**

No	Components of Evaluation	Aspects	Item number	References
1.	Content	Completeness	1,2	BSNP
		Depth	3	
		Language features	5,6,7,8,9	
		Relevance	10	
		Life skill development	4	
2.	Language	The appropriateness at developmental level of students	11, 12	BSNP
		Communicative	13	
		Language accuracy	14	
		The unity of ideas	15, 16	
3.	Presentation	Systematic	17, 19	BSNP
		Balance between the units	18	
		Students' center	20, 21	
		Creativity and critically	22, 23	
		Autonomous	24	
		Self-evaluation	25	

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		The completeness of the presentation	26, 27, 28, 29, 30, 31, 32, 33	
4.	Graphic	Arrangement	34	BSNP
		Illustration	35	
		Typography	36, 37	

There are also three open-ended questions provided. The questions are listed in the following table.

**Table 3.3 List of Open-Ended Questions of the Second Questionnaire**

No	Questions
1	What is your opinion about this unit?
2	What aspects should be refined from this unit?
3	What is your suggestion about this unit?

## **F. Data Collection Technique**

As the researcher has explained earlier, the data of this research were collected twice. Firstly, the data about the learners' needs and the learning needs analysis collected by distributing the first questionnaire guidelines. Secondly, the researcher collected the data about the evaluation of the developed materials from the expert judgment questionnaire.

## **G. Data Analysis Technique**

The type of data collected was quantitative data obtained from the questionnaires. The researcher employed the mode of data analysis as follows:

a. Needs analysis questionnaire

This research was using two kinds of questionnaire, which were analyzed differently. The data of need analysis questionnaire were analyzed using frequencies and percentages. The highest percentages of the answers of each question were considered representing the students' needs. The percentage is calculated by dividing the frequency by the total of the respondents and then result is multiplied by 100 %.

b. Expert judgment questionnaire

Meanwhile, for the second questionnaires to evaluate the developed materials proposed to the expert judgment, the questionnaire used Likert-Scale as the measurement. The results of the questionnaire were calculated by using the formula proposed by Suharto (2006: 52-53).

Based on the result of the materials evaluation, it was found that the highest score was 4 and the lowest score was 3 then,

$$R = \frac{4 - 3}{4} = 0.25$$

The data calculation above shows that the range of each four categories was 0.25. Then, the results of the calculation were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52 - 53). The indicator to measure is the Mean (X).

**Table. 3.4 Data Conversion Table (Suharto, 2006: 52 - 53)**

<b>Scales</b>	<b>Interval</b>	<b>Descriptive Categories</b>
1	$2.9 < X \leq 3.24$	Poor
2	$3.25 < X \leq 3.49$	Fair
3	$3.5 < X \leq 3.74$	Good
4	$3.75 < X \leq 4$	Very good

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings and discussions of the research. It provides the description of the research findings and discussions. The research findings consist of the results of the needs analysis, the course grid, the first draft materials and the expert judgment.

#### **A. Research Findings**

##### **1. The Results of the Needs Analysis**

The first stage of the research was conducting a needs analysis. The needs analysis was conducted to assess the target and learning needs of the students. The questionnaire was distributed in May, 9<sup>th</sup> 2014. The questionnaire was in the form of multiple choices questions and the students were allowed to choose more than one option. The highest percentage was considered as students need.

##### **a. Target needs**

Hutchinson and Waters (1987) define the target needs as learners' view about the target situation. The analysis of the target needs is divided into three points which are necessities, lacks, and wants.

##### **a) Necessities**

Necessities are defined as the type of needs determined by the demands of the target situation. The following tables show the views of SMA N

2 Yogyakarta students about the target goals and the demand of their target situation.

**Table. 4.1 Students' view about target goals**

Questions	Items	N	F	Percentage
What is your goal in learning English at school?	a. To get a good mark in rapport.	30	3	10 %
	b. To pass national examination.	30	0	0 %
	c. To support later education or job after graduating from school.	30	16	53.33 %
	d. To get knowledge about English and the culture so can communicate in English well.	30	11	36.66 %
	e. Others ...	30	0	0 %

In terms of goal the students want to reach in learning English, from the result above it can be seen that 53.33 % of the respondents learn English to support their later education and job.

**Table 4.2 Students' view about the demands of the target situation**

Questions	Items	N	F	Percentage
To support your later education or job, you should be in what level?	a. Beginner: can understand simple sentences and expressions used in a daily life.	30	0	0 %
	b. Intermediate: can understand content or purpose of complicated texts and give a comment or idea about that.	30	3	10 %
	c. Advanced: can understand a variety of texts and understand implicit ideas in a text.	30	27	90 %
	d. Others ...	30	0	0 %

In terms of the demand of target situation, the tendency as shown on the table shows that 90 % of the students claim they need to be in advance level in order to support their later education and job.

b) Lacks

Lacks is the gap between what the learners know already and what the learners do not know. The students' views about their lacks are shown in the following tables.

**Table 4.3 Students' current levels of English proficiency**

Questions	Items	N	F	Percentage
Your current level of English proficiency is in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	6	20 %
	b. intermediate: can understand content or purpose of complicated texts and give a comment or idea about that.	30	21	70 %
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	3	10 %
	d. others ...	30	0	0 %

The table above shows that 70 % of the students, or most of the students, consider that they are in intermediate level.

**Table 4.4 Students' communication difficulties in English**

Questions	Items	N	F	Percentage
Communication difficulty which you often face in English is (you can choose more than one option)....	a. listening	30	22	73.33 %
	b. speaking	30	3	10 %
	c. reading	30	0	0 %
	d. writing	30	12	40 %
	e. vocabulary	30	20	66.66 %
	f. pronunciation	30	8	26.66 %
	g. others ...	30	0	0 %

The table above shows that the students find some communication difficulties in English especially related to listening and vocabulary.

c) Wants

Wants is what the learners expect about language area that they want to master. The following tables show students' general wants in learning English.

**Table 4.5 Students' general wants in learning English**

Questions	Items	N	F	Percentage
English teaching and learning process should make you ...	a. understand expressions in English.	30	0	0 %
	b. understand a variety of texts in English.	30	0	0 %
	c. understand English vocabularies including the appropriate meaning and the pronunciation.	30	5	16.66 %
	d. communicating well in English.	30	25	83.33 %
	e. others ...	30	0	0 %

The table above shows that 83 % of the students claim that English language teaching and learning process should make them communicate well in English.

**Table 4.6 Students' view about the topics they want to learn in learning English**

Questions	Items	N	F	Percentage
Learning topics or themes that you want are ...	a. topics relate to daily life in family, school, and society.	30	12	40 %
	b. topics relate to adolescent's life.	30	8	26.66 %
	c. topics relate to politics, economics, and social-cultural life.	30	1	3.33 %

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	d. topics relate to science (for instances: plants, planets, universe, new invention in science and technology).	30	7	23.33 %
	e. others ...	30	2	6.66 %

From the result above, in the terms of learning topic or theme, 40 % of respondents or the highest percentage like to learn topics or themes which relate to their daily life.

#### b. Learning needs

To differentiate between target needs and learning needs, Hutchinson and Waters (1987: 54) state that learning needs refer to what the learners need to do in order to learn. As stated by Nunan (2004) learning needs are represented through seven components of task. The analysis of learning needs of the students is divided into some points which are input, procedures, learners' role, teacher's role, and setting as seen from the task components point of view.

##### a) Input

Input' refers to the spoken, written and visual data that learners work with in the course of completing a task. The students' view about the input that should be carried out in the designed task is shown in the following tables.

**Table 4.7 Learning needs (listening input)**

Questions	Items	N	F	Percentage
In listening activity, learning	a. monolog and dialog.	30	5	16.66 %
	b. monolog and dialog with some pictures provided.	30	6	20 %

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input that you want is ...	c. monolog and dialog with new vocabularies provided.	30	0	0 %
	d. authentic materials such as news, radio broadcasts, movies, and songs.	30	19	63.33 %
	e. others ...	30	0	0 %
How long listening input that you can understand?	a. > 250 words	30	3	10 %
	b. > 200 words	30	15	50 %
	c. > 150 words	30	12	40 %
	d. Others	30	0	0 %

From the result above it can be seen that 63.33 % of respondents think the appropriate materials for them in listening activities are authentic materials; meanwhile in terms of the length of listening input, half of respondents admit that they can acquire intermediate number of words.

**Table 4.8 Learning needs (speaking input)**

Questions	Items	N	F	Percentage
In speaking activity, learning input that you want is ...	a. monolog and dialog.	30	1	3.33 %
	b. monolog and dialog with some pictures provided.	30	4	13.33 %
	c. monolog and dialog with new vocabularies provided.	30	8	26.66 %
	d. authentic materials such as news, radio broadcasts, movies, and songs.	30	17	56.66 %
	e. others ...	30	0	0 %
How long speaking input that you want?	a. > 250 words	30	5	16.66 %
	b. > 200 words	30	18	60%
	c. > 150 words	30	7	23.33 %
	d. others ...	30	0	0 %

From the table above, more than a half of the students or 57 % of students, like to learn authentic materials which are in intermediate number of words.

**Table 4.9 Learning needs (reading input)**

Questions	Items	N	F	Percentage
In reading activity, learning input that you want is ...	a. text consists of some paragraphs.	30	3	10 %
	b. text with vocabularies provided.	30	2	6.66 %
	c. text with some pictures provided.	30	3	10 %
	d. text with tabel, diagram, or graphic provided.	30	0	0 %
	e. authentic materials which can easily be found in the daily life (for examples: magazines, news, recipes, announcements, etc.)	30	22	73.33 %
	f. others ...	30	0	0 %
How long reading input that you can understand?	a. > 300 words	30	8	26.66 %
	b. > 250-300 words	30	16	53.33 %
	c. > 150-200 words	30	6	20 %
	d. Others ...	30	0	0 %

Meanwhile for reading activities, the table shows that 73.33 % of the students consider authentic materials in intermediate number of words as the appropriate materials to be learnt.

**Table 4.10 Learning needs (writing input)**

Questions	Items	N	F	Percentage
In writing activity, learning input that you want is ...	a. the example of text model which will be learnt or written in writing activities.	30	7	23.33 %
	b. the example of vocabularies that be used in the text including the explanation of it.	30	10	33.33 %
	c. the example of sentence structures related to the text.	30	7	23.33 %
	d. pictures, tables, diagrams, or graphic.	30	6	20 %
	e. others ...	30	0	0 %
How long writing input that you want?	a. > 300 words	30	6	20 %
	b. > 250-300 words	30	11	36.66 %
	c. > 150-200 words	30	13	43.33 %
	d. others ...	30	0	0 %

In terms of the input of writing materials, 33.33 % of the respondents wish to learn the example of the vocabularies including the explanation of it and they prefer to produce only few numbers of words.

b) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. The students' view about the procedures of what they should do with the task is shown in the following tables.

**Table 4.11 Learning needs (Inquiry-based learning)**

Questions	Items	N	F	Percentage
Do you usually identify things you don't understand yet in learning English?	a. Yes	30	7	23.33 %
	b. Usually	30	3	10 %
	c. Sometimes	30	20	66.66 %
	d. No	30	0	0 %
Do you usually formulate your own questions in learning English?	a. Yes	30	5	16.66 %
	b. Usually	30	2	6.66 %
	c. Sometimes	30	15	50 %
	d. No	30	8	26.66 %
Do you usually formulate your own hypothesis based on your own questions you formulate before in learning English?	a. Yes	30	11	36.66 %
	b. Usually	30	3	10 %
	c. Sometimes	30	10	33.33 %
	d. No	30	6	20 %
Do you usually use books, internet, or other sources to answer your questions in learning English?	a. Yes	30	18	60 %
	b. Usually	30	6	20 %
	c. Sometimes	30	6	20 %
	d. No	30	0	0 %
Do you as an individual usually use data/information to answer your questions in learning English?	a. Yes	30	11	36.66 %
	b. Usually	30	3	10 %
	c. Sometimes	30	13	43.33 %
	d. No	30	3	10 %
Do you as a member of a group usually use data/information to answer your questions in learning English?	a. Yes	30	10	33.33 %
	b. Usually	30	2	7 %
	c. Sometimes	30	13	23.33 %
	d. No	30	5	16.66 %
Do you usually communicate the answers of your own questions in learning English?	a. Yes	30	6	20 %
	b. Usually	30	4	13.33 %
	c. Sometimes	30	12	40 %
	d. No	30	8	26.66 %

From the table above, it can be seen that the highest percentage or 66.66 % of students sometimes identify things they have not understand when

they are learning English. A half of the respondents (50 %) also answer that they sometimes formulate their own questions in learning English. 36.66 % of the students also state that they usually formulate their own hypothesis to answer the questions they formulate before and they usually use some learning sources in answering the questions. The result of the table above also shows that most of the students as individual or in group usually use the data they collect before to answer the questions and 40 % of the respondents also answer that they sometimes communicate the answers of the questions to the others.

**Table 4.12 Learning needs (listening activities)**

Questions	Items	N	F	Percentage
What kind of listening activity that you want?	a. Filling in blank spaces.	30	7	23.33 %
	b. Taking note the important points.	30	3	10 %
	c. Retelling the content of the text with your own words.	30	5	16.66 %
	d. Identifying the content of the text.	30	2	6.66 %
	e. Identifying the detail information of the text by answering the questions provided.	30	12	40 %
	f. Others ...	30	1	3.33 %

In terms of listening activities, 40 % of the respondents wish to learn listening by identifying detail information from listening input by answering provided questions.

**Table 4.13 Learning needs (speaking activities)**

Questions	Items	N	F	Percentage
What kind of speaking activity that you want?	a. Practicing a model of dialog and monolog which is provided in the book or materials.	30	6	20 %
	b. Making a dialog then practicing it.	30	2	6.66 %
	c. Role-playing	30	13	43.33 %
	d. Discussing about a topic and proposing opinion related to that topic.	30	6	20 %
	e. Presenting report, story, speech or the result of the discussion.	30	3	10 %
	f. Others ...	30	1	3.33 %

For speaking activities, the table shows that 43.33 % of the students like to do role-playing.

**Table 4.14 Learning needs (reading activities)**

Questions	Items	N	F	Percentage
What kind of reading activity that you want?	a. Reading text and then answering questions related to the content of the text.	30	13	43.33 %
	b. Reading the text aloud with the right pronunciation and intonation.	30	3	10 %
	c. Arranging random sentences or paragraphs into the right or logic sentences or paragraphs.	30	3	10 %
	d. Summarizing the content of the text.	30	2	6.66 %
	e. Discussing the content or the meaning of some expressions in the text and the content or meaning of the expressions based on context.	30	6	20 %
	f. Others ...	30	1	3.33 %

In terms of reading activities, the highest percentage, or 43 % of the respondents state they want to read texts and then answer the questions related to the text.

**Table 4.15 Learning needs (vocabulary activities)**

Questions	Items	N	F	Percentage
What kind of vocabularies activity that you want?	a. Finding new vocabulary in the text or the meaning in dictionary.	30	14	46.66 %
	b. Finding new vocabulary in the text and identifying the meaning based on context.	30	4	13.33 %
	c. Completing sentences/ paragraphs by using your own knowledge.	30	2	6.66 %
	d. Grouping new vocabulary in the table and then looking for the meaning based on context in the text including the pronunciation, parts of speech, synonymy, antonym, and the example.	30	9	30 %
	e. Others ...	30	1	3.33 %

For vocabulary learning activities, the highest percentage, or 47 % of the respondents, state they want to find new vocabulary in the text or the meaning in dictionary.

**Table 4.16 Learning needs (writing activities)**

Questions	Items	N	F	Percentage
What kind of writing activity that you want?	a. Writing same text with the model text which is appropriate to grammar and paragraph arranging structure.	30	9	30 %
	b. Filling in the blank paragraphs with appropriate sentences.	30	8	26.66 %
	c. Correcting incorrect sentence structure, spelling, and punctuation.	30	2	6.66 %

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	d. Arranging sentences into a correct paragraph.	30	2	6.66 %
	e. Writing text based on pictures, tables, diagrams, and graphic.	30	9	30 %
	f. Others ...	30	0	0 %

In terms of writing activities, there are two options with the highest percentage (30 %). The table shows that most of students want to write the same text with the model text and they want to write the text based on pictures, tables, diagrams, or graphic.

**Table 4.17 Learning needs (grammar/structure activities)**

Questions	Items	N	F	Percentage
What kind of grammar/structure activity that you want?	a. Memorizing grammar formula.	30	2	6.66 %
	b. Doing tasks/exercises about grammar.	30	7	23.33 %
	c. Making sentences based on pattern taught.	30	9	30 %
	d. Identifying wrong sentence structure and then correct it.	30	12	40 %
	e. Others ...	30	0	0 %

For grammar activities, 40 % of the students want to identify wrong sentence structure and then correct it.

**Table 4.18 Learning needs (pronunciation activities)**

Questions	Items	N	F	Percentage
What kind of pronunciation activity that you want?	a. Searching for the pronunciation in dictionary.	30	3	10 %
	b. Reading aloud and seeing the pronunciation in dictionary.	30	0	0 %
	c. Listening to the teacher and repeating after the teacher.	30	11	36.66 %
	d. Learning to pronounce word to word.	30	5	16.66 %

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	e. Learning to pronounce words that have similar sound.	30	6	20 %
	f. Practicing to pronounce every sentence including the stress and intonation.	30	5	16.66 %
	g. Others ...	30	0	0 %

From the table above, it can be concluded that in terms of pronunciation activities, 36 % of the student want to listening to the teacher and repeating after the teacher.

c) Learners' role

Learners' role refers to parts that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between them. The following table shows students' opinion of their roles they expect to play while they are learning.

**Table 4.19 Learners' role**

Questions	Items	N	F	Percentage
When the teaching and learning process is carried out, you prefer to ...	a. only listen to the teacher's explanation.	30	2	6.66 %
	b. be guided by the teacher in every task or exercise.	30	3	10 %
	c. use your creativity in doing the task.	30	7	23.33 %
	d. propose your questions and opinions.	30	8	26.66 %
	e. do discussion and actively involved in investigation to solve problem and doing the task.	30	10	33.33 %
	f. others ...	30	0	0 %

Table above shows that 33 % of the respondents consider that they want to do discussion and involve in active investigation to solve and do the task.

d) Teacher's role

Teacher's role refers to part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The following table shows students' opinion of roles they expect the teacher to play while they are learning.

**Table 4.20 Teacher's role**

Questions	Items	N	F	Percentage
When the teaching and learning process is carried out, you prefer the teacher to ...	a. motivate you every time you doing the exercises.	30	4	13.33 %
	b. support and lead you to use your creativity.	30	6	20 %
	c. lead the students to doing the task.	30	2	6.66 %
	d. give suggestion, correction, and comment in every result of students' learning.	30	5	16.66 %
	e. create condition for the students to be active in solving problem and doing the task.	30	13	43.33 %
	f. others ...	30	0	0 %

In terms of the teacher's role, almost half of the students (43 % of the students) wish the teacher to create an active environment for the

students to involve in solving and doing the task followed by give suggestion, correction, and comment in every result of students' learning.

e) Setting

Setting can be defined as the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The students' view about the setting of how the task should be carried out is shown in the following tables.

**Table 4.21 Setting**

Questions	Items	N	F	Percentage
You feel more confident if English teaching and learning process is conducted in ...	a. inside the classroom.	30	10	33.33 %
	b. outside the classroom like in the classroom edges, school garden, school hall.	30	11	36.66 %
	c. library.	30	4	13.33 %
	d. language laboratory or practice room.	30	5	16.66 %
	e. others ...	30	0	0 %
In English teaching and learning process, you prefer to do the task ...	a. individually.	30	8	26.66 %
	b. paired consisting of two people.	30	5	16.66 %
	c. in a small group consisting of 3-4 people.	30	9	30 %
	d. in a big group project.	30	4	13.33 %
	e. with the whole class.	30	4	13.33 %
	f. others ...	30	0	0 %

In terms of setting, it is shown that most of the students 36 % and 33 % of the students feel more confident to learn English both outside and inside the classroom. Moreover, for the classroom arrangement, it can be seen that the highest percentage or 30 % of the respondents prefer to learn in small group consists of 3 – 4 people.

## **2. Course Grid**

After the needs analysis was conducted and the results were analyzed, the course grid was designed by referring to the result of the students' needs analysis questionnaire. The course grid was also designed by referring to the English curriculum in Curriculum 2013 for Senior High School. It consists of the identity of the course grid, the number and names of the unit, the titles of the unit, the topic of the unit, the basic competencies, indicators, language focus, language functions, type of tasks, procedures to do the tasks and also the sources taken to develop Inquiry-based learning materials for grade X students of Senior High School.

### **a. Course Grid of Unit 1**

Unit 1 covers basic competencies (1.1; 2.2; 3.1; 4.1; 4.2). The topic of this unit is introducing oneself and others. The grammar is simple present tense. The complete version of the course grid for unit 1 is available in the Appendices.

### **b. Course Grid of Unit 2**

Unit 2 covers basic competencies (1.1; 2.1; 2.3; 3.2; 3.4; 4.3). The topics of this unit are compliment and congratulate others. The grammars

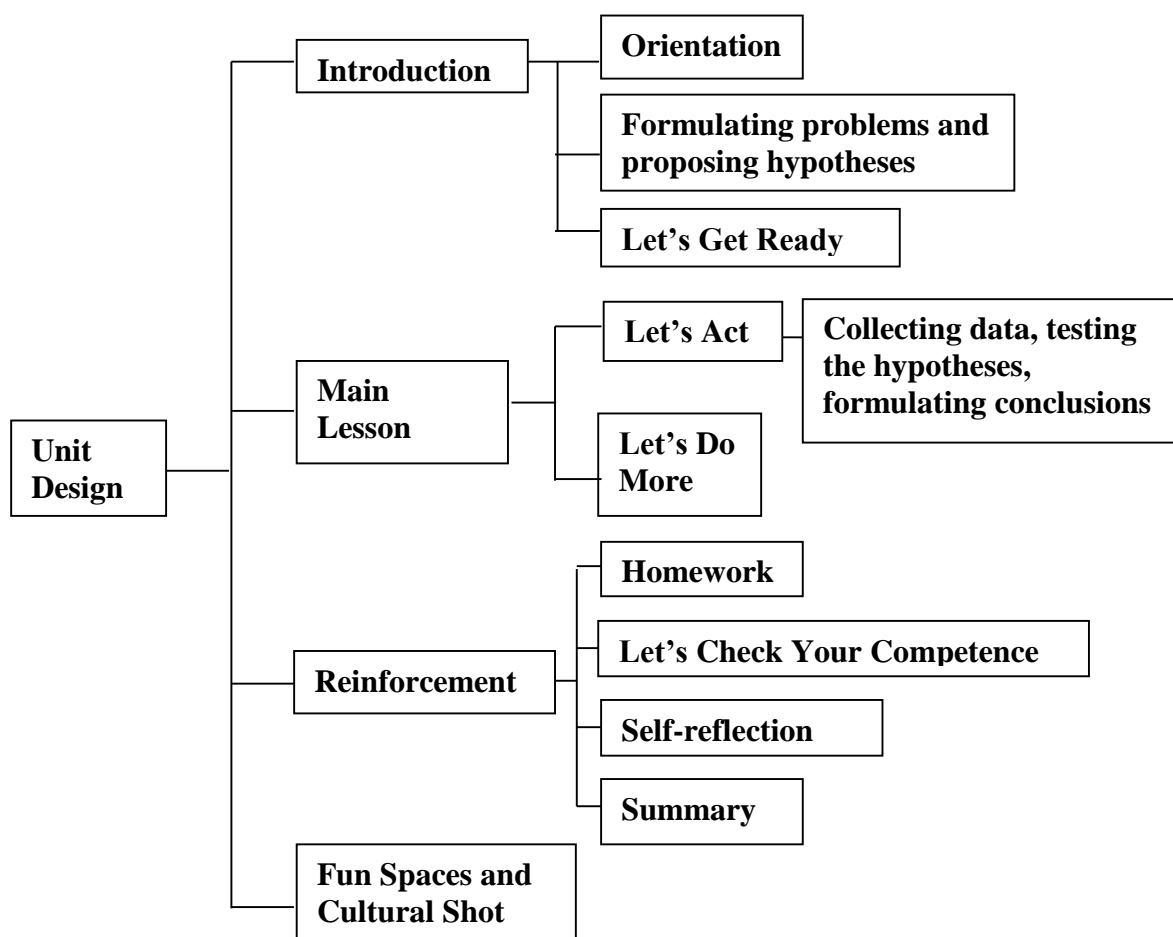
are noun and noun phrase. The complete version of the course grid for unit 2 is available in the Appendices.

c. Course Grid of Unit 3

Unit 3 covers basic competencies (1.1; 2.1; 3.7; 4.8; 4.10). The topic of this unit is favorite figure of people. The grammar is simple present tense. The complete version of the course grid for unit 3 is available in the Appendices.

### 3. The first draft of the materials

The first draft of materials is Inquiry-based learning materials which consist of three units. Each unit consists of about 27 tasks divided into four main parts; Introduction, Main Lesson, Reinforcement and Fun Spaces and Cultural Shot.



As presented in the diagram above, each unit of the materials has four main parts. The introduction part consists of several tasks. The tasks divided into orientation, formulating problems and proposing hypotheses, and getting started. Orientation and formulating problems and proposing hypotheses are steps of Inquiry-based learning which are adapted into the materials. Different from getting started, in “orientation” part by presenting the topic and the objectives of the learning in each sections (Listening and Speaking section and Reading and Writing section) to the learners, this part functions to encourage the learners to think to solve the problems from the beginning of the learning process. In “formulating problems”, the learners study the topic and the learning objectives. The learners will be asked to make questions. This part is designed to stimulate learners’ exploration to make relevant questions related to the topic and the learning objectives. Later in “proposing hypotheses”, the learners will be asked to brainstorm possible answers and propose temporary answer of the questions in “formulating the problem” part based on their current knowledge. While “orientation” part encourages the learners to think to solve the problems from the beginning of the learning process, “getting started” part consists of a few tasks that gives the learners’ background knowledge especially related to the topic before going to the main lesson.

The main lesson consists of several tasks that are designed to lead the learners to achieve the target competencies stated in the learning objectives. The tasks are divided into two main parts: let’s act and let’s do

more. In let's act, it is the combination of some following steps related to approach that the researcher used. They are "collecting data", "testing the hypothesis", and "formulating conclusions". This part aims to guide the learners to collect information and identify the answers of the questions that they proposed before. Learners can collaborate and work together either in pairs or in group to gather the answers. Next, they should present or communicate the answers of the questions orally and/or in writing to the class. Last, in let's do more, the learners will be asked to create a text. The tasks in "creating" part are divided into semi-guided and free-guided tasks in which the learners work independently with the text.

Following the main lesson is reinforcement. Reinforcement part consists of four sections. They are homework, let's check your competence, self-reflection, and summary. Homework and let's check your competence parts aim to help the learners to recall, check and enrich their understanding of what they have learnt in the materials. Another section is self-reflection. This part gives opportunity for the learners to do their own-self assessment and reflect the process of their learning and how much they learnt. While summary part contains the summary of the main lesson of each unit of the materials. Additionally, every unit is also featured with fun spaces or cultural shot which are relevant with the materials.

#### **4. The expert judgment**

After all of the units of the materials were developed, the materials were then evaluated by an expert. The purpose of the evaluation was to get



the expert's opinion about the first draft of the materials. The instrument for the expert judgment was a questionnaire. The item of the questionnaire were adapted from Standard of Course Book Assessment for Senior High School by BSNP and it consists of content appropriateness, language appropriateness, presentation appropriateness, and graphic appropriateness.

There was an expert who evaluated the materials in this stage. The materials expert is a credible lecturer from English Language Department of Yogyakarta State University. The expert was to fill the questionnaire about the appropriateness of the materials. He gave the assessment by choosing the option "SA", "A", "D", and "SD".

The result of the expert judgment questionnaire were then analyzed and used to evaluate and revise the first draft of the materials. The results of the questionnaire were analyzed using descriptive statistics. Central tendency was employed to analyze the result and the mean ( $\bar{x}$ ) was used as the measure of the tendency.

#### **a. The Results of the Expert Judgment and Revision of Unit One**

##### **1) The Results of the Expert Judgment**

###### **a) The appropriateness of content**

The first aspect to evaluate was the appropriateness of the content.

The table below shows the results of content appropriateness analysis of the Unit 1 of the developed materials.

**Table 4.22 The Appropriateness of the Content of Unit 1**

No	Items	Score
1.	The developed materials are in accordance with the learning objectives.	4
2.	The developed materials are in accordance with Core Competencies and Basic Competencies of Senior High School Grade X.	4
3.	The developed materials explore some texts which are relevant to the learners' daily life.	4
4.	The developed materials contain knowledge and attitude about life skill.	4
5.	The developed materials include guidance related to the comprehension of the text structure of the discussed text.	3
6.	The developed materials include guidance related to the social function of the discussed text.	3
7.	The developed materials include guidance related to the linguistic features of the discussed text.	3
8.	The developed materials include the relevant vocabularies.	4
9.	The developed materials include the relevant pronunciation.	4
10.	Materials (text, tables, figures, appendix, etc.) are taken from relevant sources to the topics being discussed.	4

From the table above, it can be seen that the mean value of the appropriateness of the content of unit 1 is 3.7. The value is in the range of  $3.5 < X \leq 3.74$  which falls into the “good” category.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language. The language in this context refers to the language of the instructions and the language of the texts in the materials. Table 4.23

shows the results of language appropriateness analysis of the Unit 1 of the developed materials.

**Table 4.23 The Appropriateness of the Language of Unit 1**

No	Items	Score
1.	The language used in instruction and explanation are relevant to learners' cognitive development.	4
2.	The language used in instruction and explanation are relevant to learners' language development.	4
3.	The language used in the materials are explicit and easily understood by the learners.	4
4.	The developed materials use English grammatically.	3
5.	The unit/ activities/ paragraphs/ sentences in the developed materials are coherent and cohesive.	4
6.	Texts in the developed materials reflect a unity of ideas.	4

Related to the appropriateness of the language use of Unit 1, the mean value is 3.83. It is categorized as “very good” as the value is in the range of  $3.75 < X \leq 4$ .

c) The Appropriateness of the Presentation

The third aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of the Unit 1 of the developed materials.

**Table 4.24 The Appropriateness of the Presentation of Unit 1**

No	Items	Score
1.	The learning materials contain opening activities, main activities, evaluation, reflection, and summary.	4
2.	There is a good balance among the tasks in each unit of the developed materials.	3
3.	The learning materials are developed based on the steps of Inquiry-based learning.	4
4.	The learning materials encourage the learners to communicate in English in either spoken or written manner.	4
5.	The learning materials encourage the learners to interact among them, to interact with the teachers, and to interact with the wider community in English.	4
6.	The learning materials encourage the learners to actively participate in the learning process.	4
7.	The learning materials encourage the learners to think and act creatively.	4
8.	The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	4
9.	The learning materials encourage the learners to recognize their success and their lack in communicating and learning English.	4
10.	The first step related the approach applied in the learning materials is orientation. In this part, the learners study the topic being discussed and the learning objectives.	4
11.	After “orientation” part, learners formulate relevant questions based on the topic being discussed and the learning objectives.	4
12.	After formulating questions, learners propose temporary answers of those questions.	4
13.	After proposing temporary answers, learners collect information, identify the correct answers of the questions, and communicate the answers to others.	4
14.	The learning materials are featured with the summary of the main lesson in each unit.	4
15.	The learning materials are featured with homework tasks.	4

*(continued)*

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16.	The learning materials are featured with evaluation tasks.	4
17.	The learning materials are featured with cultural or fun part which are relevant to the learning process.	4

The table above shows that the mean value of the appropriateness of the presentation of unit 1 is 3.94. It is categorized as “very good” because its position is in the range of  $3.75 < X \leq 4$ .

d) The Appropriateness of the Graphic

The last aspect to evaluate was the appropriateness of the graphic. The graphic evaluation consists of the appropriateness of the lay out, the illustration, and the font that are used. The appropriateness of the graphic of the Unit 1 of the developed materials can be seen in the following table.

**Table 4.25 The Appropriateness of the Graphic of Unit 1**

No	Items	Score
1.	The lay-out (title, preface, illustration, etc.) in each unit is consistence.	4
2.	The illustration can help the learners to understand the given information.	3
3.	The use of font variation in the learning materials is balance.	3
4.	The use of font type in the learning materials can be easily read by the learners.	4

From the table above, it can be seen that the mean value of the appropriateness of graphic of unit 1 is 3.5. The value is in the range of  $3.5 < X \leq 3.74$ . It means that the aspect falls into a “good” category.

## 2) The Revisions of Unit 1

Based on the result of the expert judgment and suggestions proposed by the expert, the materials in the Unit 1 are good enough. However, there are still some aspects that need revision as described below.

Firstly, in terms of content appropriateness, there is only a minor weaknesses. The suggestion proposed by the expert is that the teaching of the social function, linguistic features, and the text structure should be more detail.

The second aspect is language. There are a few grammatical and spelling mistakes in the developed unit. Some grammatical and spelling revisions are needed to revise the unit.

Thirdly, in terms of presentation, there is only a minor weaknesses. The expert suggests that there should be an additional task to guide the learners to produce or create a text.

Finally, in terms of graphic, there are some suggestions proposed by the expert that there should be an additional space for the learners to do their tasks and some pictures can be added to help the learners to create the text being discussed.

The following table describes the points of revisions of Unit 1 and their revisions.

**Table 4.26 The Revisions of Unit 1**

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision

*(continued)*

*(continued)*

Task 2	Some questions are grammatically correct but unusual.	Changing and rephrasing the unusual questions.
Task 3	Add listening symbol for examples headset or CD to the instruction	Adding the listening symbol to the instruction.
Task 4	Change the words "Picture number 1 and number 2" into "Picture 1 and Picture 2"	Changing the words "Picture number 1 and number 2" into "Picture 1 and Picture 2".
Task 5	No revision.	No revision.
Task 6	No revision.	No revision.
Task 7	Two sentences are grammatically incorrect.	Changing the sentences so that the sentences are grammatically correct.
Task 8	No revision.	No revision.
Task 9	The table of explanation about Simple Present Tense are needed to be distantly spaced.	Widening the table of explanation about Simple Present Tense.
Task 10	The task need to be revised to focus on the functions learnt by the learners.	Revising the task.
Task 11	The lay out of the table task needs to be distantly spaced.	Widening the table task.
Task 12	The task needs to be moved to the next page.	Moving the task into the next page.
Task 13	No revision.	No revision.
Task 14	The word "this" is confusing.	Correcting the word "this" into a sentence "This is ... "
	A miss-typed word, needs to add "d" in the word "adress"	Correcting the spelling.
Task 15	Don't turn all the Q.A into blank spaces.	The blank space in number 1 is changed to the expression of "I'd love to."
	Some expressions need to be capitalized.	Capitalizing the expressions.
Task 16	No revision.	No revision.
Task 17	Change lay out of the table task.	Adding an extra column for the learners to do the tasks.

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	The word “grade” should be capitalized.	Capitalizing the word “G” in the “Grade”.
	The word “a vocalist of rock band” needs an article.	Adding article “a” into the words “of rock band”.
	The word “lecturer” is not grammatically correct.	Changing the word “lecturer” into “lecturers”.
	The word “cut” should be capitalized.	Capitalizing the word “C” in the name “Cut”.
Task 18	No revision.	No revision.
Task 19	Give spaces for the learners to do the tasks or adding pictures or bubbles if available.	Adding guided pictures and bubbles to help the learners to do the tasks.
Task 20	No revision.	No revision.
Task 21	No revision.	No revision.
Task 22	The phonetic transcription of the word age /eidj/ is incorrect.	Revising the incorrect phonetic transcription into /eidʒ/.
Task 23	No revision.	No revision.
Task 24	No revision.	No revision.
Task 25	The table of explanation about Simple Present Tense are needed to be distantly spaced.	Widening the table of explanation about Simple Present Tense.
Task 26	No revision.	No revision.
Task 27	No revision.	No revision.
Task 28	No revision.	No revision.
Task 29	No revision.	No revision.
Task 30	The use of “at Australia” is inappropriate, it should be revised.	Replacing the preposition “at Australia” with “in”.
	The word “learn” is not grammatically correct.	Changing the word “learn” into “learns”.
Task 31	No revision.	No revision.
Task 32	The word “follows” in the instruction is not grammatically correct.	Changing the word “follows” into “follow”.
	The options in questions number 1, 3, and 4 are bad options.	Revising the options.
Cultural Shot	The question is not appropriate.	Omitting the questions.



## **b. The Results of the Expert Judgment and Revision of Unit Two**

### **1) The Results of the Expert Judgment**

#### **a) The appropriateness of content**

The first aspect to evaluate was the appropriateness of the content.

The table below shows the results of content appropriateness analysis of the Unit 2 of the developed materials.

**Table 4.27 The Appropriateness of the Content of Unit 2**

No	Items	Score
1.	The developed materials are in accordance with the learning objectives.	4
2.	The developed materials are in accordance with Core Competencies and Basic Competencies of Senior High School Grade X.	4
3.	The developed materials explore some texts which are relevant to the learners' daily life.	4
4.	The developed materials contain knowledge and attitude about life skill.	4
5.	The developed materials include guidance related to the comprehension of the text structure of the discussed text.	4
6.	The developed materials include guidance related to the social function of the discussed text.	4
7.	The developed materials include guidance related to the linguistic features of the discussed text.	3
8.	The developed materials include the relevant vocabularies.	3
9.	The developed materials include the relevant pronunciation.	3
10.	Materials (text, tables, figures, appendix, etc.) are taken from relevant sources to the topics being discussed.	4

From the table above, it can be seen that the mean value of the appropriateness of the content of unit 2 is 3.7. The value is in the range of  $3.5 < X \leq 3.74$  which falls into the “good” category.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language. The language in this context refers to the language of the instructions and the language of the texts in the materials. Table 4.28 shows the results of the analysis of language appropriateness of the Unit 2 of the developed materials.

**Table 4.28 The Appropriateness of the Language of Unit 2**

No	Items	Score
1.	The language used in instruction and explanation are relevant to learners' cognitive development.	4
2.	The language used in instruction and explanation are relevant to learners' language development.	4
3.	The language used in the materials are explicit and easily understood by the learners.	4
4.	The developed materials use English grammatically.	3
5.	The unit/ activities/ paragraphs/ sentences in the developed materials are coherent and cohesive.	4
6.	Texts in the developed materials reflect a unity of ideas.	4

Related to the appropriateness of the language use of Unit 2, the mean value is 3.83. It is categorized as “very good” as the value is in the range of  $3.75 < X \leq 4$ .

## c) The Appropriateness of the Presentation

The third aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of the Unit 2 of the developed materials.

**Table 4.29 The Appropriateness of the Presentation of Unit 2**

No	Items	Score
1.	The learning materials contain opening activities, main activities, evaluation, reflection, and summary.	4
2.	There is a good balance among the tasks in each unit of the developed materials.	3
3.	The learning materials are developed based on the steps of Inquiry-based learning.	4
4.	The learning materials encourage the learners to communicate in English in either spoken or written manner.	4
5.	The learning materials encourage the learners to interact among them, to interact with the teachers, and to interact with the wider community in English.	4
6.	The learning materials encourage the learners to actively participate in the learning process.	4
7.	The learning materials encourage the learners to think and act creatively.	4
8.	The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	4
9.	The learning materials encourage the learners to recognize their success and their lack in communicating and learning English.	4
10.	The first step related the approach applied in the learning materials is orientation. In this part, the learners study the topic being discussed and the learning objectives.	4
11.	After “orientation” part, learners formulate relevant questions based on the topic being discussed and the learning objectives.	4

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12.	After formulating questions, learners propose temporary answers of those questions.	4
13.	After proposing temporary answers, learners collect information, identify the correct answers of the questions, and communicate the answers to others.	4
14.	The learning materials are featured with the summary of the main lesson in each unit.	4
15.	The learning materials are featured with homework tasks.	4
16.	The learning materials are featured with evaluation tasks.	4
17.	The learning materials are featured with cultural or fun part which are relevant to the learning process.	4

The table above shows that the mean value of the appropriateness of the presentation of unit 2 is 3.94. It is categorized as “very good” because its position is in the range of  $3.75 < X \leq 4$ .

d) The Appropriateness of the Graphic

The last aspect to evaluate was the appropriateness of the graphic. The graphic evaluation consists of the appropriateness of the lay out, the illustration, and the font that are used. The appropriateness of the graphic of the Unit 2 of the developed materials can be seen in the following table.

**Table 4.30 The Appropriateness of the Graphic of Unit 2**

No	Items	Score
1.	The lay-out (title, preface, illustration, etc.) in each unit is consistence.	4
2.	The illustration can help the learners to understand the given information.	3
3.	The use of font variation in the learning materials is balance.	3

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4.	The use of font type in the learning materials can be easily read by the learners.	4
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From the table above, it can be seen that the mean value of the appropriateness of graphic of unit 2 is 3.5. The value is in the range of  $3.5 < X \leq 3.74$ . It means that the aspect falls into a “good” category.

## 2) The Revisions of Unit 2

Based on the result of evaluation of all aspects of the materials, the materials in Unit 2 are considered appropriate. However, there are still some mistakes found in the materials. The suggestions are described below.

In terms of content, the only suggestion proposed by the expert is that the teaching of the social function, linguistic features, and the text structure should be more detail.

In terms of language, the expert recommends some grammatical revisions in the tasks. In term of presentation, the expert suggests an additional task to guide the learners to produce or create a text.

In term of graphic, the expert suggests some changes in the lay-out of the tables in task. Some spaces and pictures can be added to help the learners to do their tasks and create the text being discussed.

The following table describes the points of revisions of Unit 2 and their revisions.

**Table 4.31 The Revisions of Unit 2**

Parts of the Unit	Points to Revise	Revision
Task 1	No revision.	No revision.
Task 2	No revision.	No revision.
Task 3	No revision.	No revision.
Task 4	No revision.	No revision.
Task 5	No revision.	No revision.
Task 7	The word “sing” in sing competition is not grammatically correct.	Changing the word “sing” in sing competition into “singing”.
Task 7	The instruction “ <i>Listen to the dialogue in Task 7, in groups of three, answer the following questions. After that, share your answer with the class. Number one has been done for you</i> ” is not appropriate.	Change the instruction to “ <i>Listen to the dialogue in Task 7. In groups of three, answer the following questions. After that, share your answer with the class. Number one has been done for you</i> ”
	The words “dance competition” in the sentence “He wants to congratulate Cut for winning dance competition.”	Adding the article “a” in the “dance competition”.
Task 8	No revision.	No revision.
Task 9	No revision.	No revision.
Task 10	The word “congratulation” in the formula “congratulation on + noun phrase” is not grammatically correct.	Changing the word “congratulation” in in the formula “congratulation on + noun phrase” into “congratulations”.
	The expression “I must to congratulate you on + noun phrase” is not grammatically correct.	Changing the expression “I must to congratulate you on + noun phrase” into “I must congratulate you on + noun phrase”.
Task 11	No revision.	No revision.
Task 12	No revision.	No revision.
Task 13	No revision.	No revision.
Task 14	No revision.	No revision.
Task 15	No revision.	No revision.
Task 16	No revision.	No revision.

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Task 17	Give spaces for the learners to do the tasks or adding pictures or bubbles if available.	Adding guided pictures and bubbles to help the learners to do the tasks.
Task 18	No revision.	No revision.
Task 19	Some questions needs article “the”.	Adding article “the” to the questions.
Task 20	No revision.	No revision.
Task 21	Words “English subject” needs article “the”.	Adding article “the” to the words.
	The word “congratulation” needs to be revised.	Changing the word “congratulation” into “congratulations”.
	Words “English test” needs article “the”.	Adding article “the” to the words.
Task 22	No revision.	No revision.
Task 23	The expression “ <i>God has been answered your long cherish desired</i> ” is not appropriate.	Changing the expression “ <i>God has been answered your long cherish desired</i> ” into “ <i>God answer your long cherish desired</i> ”.
Task 24	The instruction of the task needs to be separated with full-stop.	Changing the instruction.
	Change the cloud-shape.	Changing the shape into bubbles.
Task 25	The font size in number 1 is too small.	Changing the font size.
Task 26	Add additional tasks so that there is more exercise for the learners to do before going to free-guided task. Give spaces for the learners to do the tasks	Adding additional guided task and giving spaces for the learners to do the tasks.
Task 27	No revision.	No revision.
Task 28	No revision.	No revision.
Task 29	No revision.	No revision.
Task 30	No revision.	No revision.

### c. The Results of the Expert Judgment and Revision of Unit Three

#### 1) The Results of the Expert Judgment

##### a) The appropriateness of content

The first aspect to evaluate was the appropriateness of the content.

The table below shows the results of content appropriateness analysis of the Unit 3 of the developed materials.

**Table 4.32 The Appropriateness of the Content of Unit 3**

No	Items	Score
1.	The developed materials are in accordance with the learning objectives.	4
2.	The developed materials are in accordance with Core Competencies and Basic Competencies of Senior High School Grade X.	4
3.	The developed materials explore some texts which are relevant to the learners' daily life.	4
4.	The developed materials contain knowledge and attitude about life skill.	4
5.	The developed materials include guidance related to the comprehension of the text structure of the discussed text.	4
6.	The developed materials include guidance related to the social function of the discussed text.	4
7.	The developed materials include guidance related to the linguistic features of the discussed text.	4
8.	The developed materials include the relevant vocabularies.	4
9.	The developed materials include the relevant pronunciation.	4
10.	Materials (text, tables, figures, appendix, etc.) are taken from relevant sources to the topics being discussed.	4



From the table above, it can be seen that the mean value of the appropriateness of the content of unit 2 is 4.00. The value is in the range of  $3.5 < X \leq 4$  which falls into the “very good” category.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language. The language in this context refers to the language of the instructions and the language of the texts in the materials. Table 4.33 shows the results of language appropriateness analysis of the Unit 3 of the developed materials.

**Table 4.33 The Appropriateness of the Language of Unit 3**

No	Items	Score
1.	The language used in instruction and explanation are relevant to learners' cognitive development.	4
2.	The language used in instruction and explanation are relevant to learners' language development.	4
3.	The language used in the materials are explicit and easily understood by the learners.	4
4.	The developed materials use English grammatically.	3
5.	The unit/ activities/ paragraphs/ sentences in the developed materials are coherent and cohesive.	4
6.	Texts in the developed materials reflect a unity of ideas.	4

Related to the appropriateness of the language use of Unit 3, the mean value is 3.83. It is categorized as “very good” as the value is in the range of  $3.75 < X \leq 4$ .

## c) The Appropriateness of the Presentation

The third aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of the Unit 3 of the developed materials.

**Table 4.34 The Appropriateness of the Presentation of Unit 3**

No	Items	Score
1.	The learning materials contain opening activities, main activities, evaluation, reflection, and summary.	4
2.	There is a good balance among the tasks in each unit of the developed materials.	3
3.	The learning materials are developed based on the steps of Inquiry-based learning.	4
4.	The learning materials encourage the learners to communicate in English in either spoken or written manner.	4
5.	The learning materials encourage the learners to interact among them, to interact with the teachers, and to interact with the wider community in English.	4
6.	The learning materials encourage the learners to actively participate in the learning process.	4
7.	The learning materials encourage the learners to think and act creatively.	4
8.	The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	4
9.	The learning materials encourage the learners to recognize their success and their lack in communicating and learning English.	4
10.	The first step related the approach applied in the learning materials is orientation. In this part, the learners study the topic being discussed and the learning objectives.	4
11.	After “orientation” part, learners formulate relevant questions based on the topic being discussed and the learning objectives.	4

*(continued)*

(continued)

12.	After formulating questions, learners propose temporary answers of those questions.	4
13.	After proposing temporary answers, learners collect information, identify the correct answers of the questions, and communicate the answers to others.	4
14.	The learning materials are featured with the summary of the main lesson in each unit.	4
15.	The learning materials are featured with homework tasks.	4
16.	The learning materials are featured with evaluation tasks.	4
17.	The learning materials are featured with cultural or fun part which are relevant to the learning process.	4

The table above shows that the mean value of the appropriateness of the presentation of unit 3 is 3.94. It is categorized as “very good” because its position is in the range of  $3.75 < X \leq 4$ .

d) The Appropriateness of the Graphic

The last aspect to evaluate was the appropriateness of the graphic. The graphic evaluation consists of the appropriateness of the lay out, the illustration, and the font that are used. The appropriateness of the graphic of the Unit 3 of the developed materials can be seen in the following table.

**Table 4.35 The Appropriateness of the Graphic of Unit 3**

No	Items	Score
1.	The lay-out (title, preface, illustration, etc.) in each unit is consistence.	4
2.	The illustration can help the learners to understand the given information.	4
3.	The use of font variation in the learning materials is balance.	4

(continued)

(continued)

4.	The use of font type in the learning materials can be easily read by the learners.	4
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From the table above, it can be seen that the mean value of the appropriateness of graphic of unit 3 is 4.00. The value is in the range of  $3.75 < X \leq 4$ . It means that the aspect falls into the “very good” category.

## 2) The Revisions of Unit 3

The means of all aspects of materials evaluation show that the materials of Unit 3 are considered to be appropriate in terms of content, language, presentation and graphic.

First of all, in terms of content there is no specific suggestion proposed by the expert. The content is excellent and needs no revision.

The second aspect to evaluate is language. There are only minor grammatical mistakes need to revise within the unit.

In terms of presentation, there is a minor weaknesses. The expert recommends an additional task to guide the learners to produce or create a text.

The last aspect to evaluate is graphic. The expert agrees that the layout are excellent. There is no weakness found in terms of the lay-out of unit 3.

The following table describes the points of revisions of Unit 3 and their revisions.

**Table 4.36 The Revisions of Unit 3**

Parts of the Unit	Points to Revise	Revision
Task 1	No revision.	No revision.
Task 2	No revision.	No revision.
Task 3	The word “space” needs article “the”.	Adding the article “the” in the word.
Task 4	No revision.	No revision.
Task 5	No revision.	No revision.
Task 6	No revision.	No revision.
Task 7	The name “Jusuf Habibie Bacharuddin” is not in the correct order.	Changing the order into “Bacharuddin Jusuf Habibie”.
Task 8	No revision.	No revision.
Task 9	Words “many award” is not grammatically correct.	Changing “many award” into “many awards”.
	The word “cover” needs article “a”.	Adding the article “a” in the word.
Task 10	No revision.	No revision.
Task 11	No revision.	No revision.
Task 12	Before asking the learners to make/produce an oral description, it needs additional task to introduce vocabularies.	Adding additional task to introduce vocabularies.
Task 13	No revision.	No revision.
Task 14	No revision.	No revision.
Task 15	No revision.	No revision.
Task 16	No revision.	No revision.
Task 17	The word “descriptive text” needs article “a”.	Adding the article “a” in the word.
	The article an in the word “an animal” is not necessary.	Omitting the article “an” from the word.
Task 18	No revision.	No revision.
Task 19	No revision.	No revision.
Task 20	No revision.	No revision.
Task 21	No revision.	No revision.
Task 22	No revision.	No revision.
Task 23	No revision.	No revision.
Task 24	No revision.	No revision.
Task 25	No revision.	No revision.
Task 26	No revision.	No revision.
Task 27	No revision.	No revision.

*(continued)*

*(continued)*

Task 28	No revision.	No revision.
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## **B. Discussion**

The learning materials which are developed in this research is addressed to grade X students of Senior High School. In designing the materials, there are some steps that must be conducted. This first step was started from the process of conducting needs analysis. The data of the need analysis were obtained by distributing questionnaire to the students of grade X. Conducting needs analysis is needed to collect specific information relate to learner's learning needs and target needs. Therefore, the questionnaire were developed in accordance with the principle of needs analysis proposed by Hutchinson and Waters (1987). In addition, in terms of target needs, the analysis were divided into three components which are necessities, lacks, and wants as in line with Hutchinson and Waters (1987) theory. The results of the needs analysis were then used a basis to develop the Inquiry-based learning materials which are suitable to learners' needs.

The second part of the target needs refers to learning needs. According to Hutchinson and Waters (1987: 54), learning needs refer to what the learners need to do in order to learn. The results of analysis were also used to determine the task's components of the developed units. The analysis were divided into some key components which are input, activities (procedure), setting, learners' role, and teacher's role as in line with task component theory proposed by Nunan (2004).

First is input. Based on the result of the needs analysis, the input text needed by the learners are those related to their daily lives. Since the developed materials cover all the learning skills, the input text given was in the form of spoken and written text. Most of the learners consider authentic materials such as news, radio broadcasts, movies, and songs or monolog and dialog with some pictures provided in intermediate number of words as the appropriate materials to be learnt.

The second component is procedure (activities). Since the materials were developed based on Inquiry-based learning, the needs analysis also examine the use of the steps of inquiry process in the procedure of the developed units as in line with Llewellyn theory (2005). Llewellyn (2005: 24) defines inquiry as learners' active exploration using their critical, logical, and creative thinking skills to propose questions of the topic they engaged. By referring to the needs analysis results, most of the students claim that sometimes they identify things they have not understood first when they are learning English. They also sometimes formulate their own questions and hypothesis, use some learning sources in answering the questions, use the data they collect before to answer the questions, and finally present the answers to the class when they learn English.

Learners answered differently to the questions related to activities. Most of learners choose answering questions based on the text to assist them learning listening and writing. In terms of the speaking activities, most learners state they want doing role-playing; meanwhile for the

pronunciation activities, the results of the needs analysis shows that the learners like to listen and repeat after the teacher. In writing activities, the two options with highest percentage in the needs analysis show that most of learners want to write the same text with the model text and write text based on pictures, tables, diagrams, or graphic. To assist them in learning grammar, most of the learners answer that they like to identify the wrong sentence structure and then correct it, meanwhile for vocabularies activities, they want to find new vocabulary in the text or the meaning in dictionary.

The third component is setting. Nunan (2004) describes the term setting as the classroom arrangements specified or implied in the task. The needs analysis reveal that most of the learners prefer working in small groups consisting of 3 – 4 people, individually, and in pairs. To meet the needs, the tasks are designed mostly in pairs and in small group consisting of 3 – 4 people.

The last aspect is learners' role and teacher's role. Based on the results of the needs analysis, in terms of learners' role, most of learners consider that they want to do discussion and involve in active investigation to solve and do the task. Meanwhile, in terms of teacher's role, almost a half of the learners wish the teacher to create an active environment for them to involve in solving and doing the task. Therefore, to meet the needs, most of the developed tasks emphasize the process of investigation and discussions.

The next step after conducting need analysis is developing a course grid. It is in accordance with stages of materials design proposed by Jolly



and Bolitho in Tomlinson (1998). Before the materials are developed, the course grid was made as a guideline to develop the tasks. The course grid was developed based on the students' needs which were previously assessed through needs assessment questionnaire. There was also consideration about core competences and standard competences which underlay English teaching in SMA.

The materials cover all the four skills. The materials which include the four skills are based on Grave theory (2000) stating that activities should integrate the four skills of speaking, listening, reading, and writing because those skills mutually reinforce each other. In the developed materials, there are three units. Each unit consists of different number of tasks. The first unit consists of 32 tasks, the second unit consist of 31 tasks, and the last unit consist of 28 tasks. Despite the fact that each unit consists of random number of tasks, they have similar pattern. The unit is started with the title of the unit, a picture describing the topic of discussion, and a brief description about the unit. The first task is "orientation" that is the first step of Inquiry-based learning. This part functions to encourage the learners to think to solve the problems from the beginning of the learning process. The second task is "formulating problem" and "proposing hypothesis". These tasks are designed to stimulate learners' exploration to make relevant questions and answers related to the topic and the learning objectives being studied. After that, the task is a lead-in task that is developed to give the learners' background knowledge especially related to the topic before going to the

main lesson. The second part is the main materials which cover the two cycles (listening-speaking and reading-writing). This part is divided into two main parts: let's act and let's do more. In let's act, it is the combination of "collecting data", "testing the hypothesis", and "formulating conclusions". It provides the learners with sufficient number of tasks which aim to guide the learners to collect information, identify the answers of the questions that they proposed, and finally present or communicate the answers of the questions orally and/or in writing to the class. Meanwhile in let's do more, the learners will be asked to create a text.

The developed materials are also featured with reinforcement part which consists of four sections. Homework and let's check your competence parts are designed to help the learners to recall, check and enrich their understanding of what they have learnt in the materials. Meanwhile there are also a summary part entitled "Let's make a summary" and a self-assessment part entitled "Let's make a reflection". Additionally, every unit is also featured with fun spaces or cultural shot which are relevant with the materials.

The next stage after materials' development is materials evaluation. As a means to evaluate the developed materials, four point Likert-scale questionnaire were proposed to the materials' expert. The items of the questionnaire were adapted from BSNP of *Instrumen Penilaian Buku Bahasa Inggris SMA* that evaluate the appropriateness of the content, language, presentation, and graphic of the developed materials. Based on

the results, Inquiry-based learning materials that are developed are considered appropriate for grade X students of senior high school.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research has three main objectives namely finding out the target needs and the learning needs of grade X students of senior high school, and developing an appropriate Inquiry-based learning materials for the grade X students of senior high school. This chapter describes the conclusions drawn from the findings and the discussions of the research and presents suggestions propose to other materials developers and the teachers of senior high school.

#### **A. Conclusions**

##### **1. Target Needs**

Based on the results of the needs analysis, it can be concluded that the target needs can be listed as follows:

- a. The main goal of the learners to learn English is to support their later education and job.
- b. Most of the learners' current level of English proficiency is intermediate. They can understand the content or the purpose of complicated texts and give comments or opinions about the texts. However, they state that they need to be in advance level in order to support their later education and job.
- c. Most of the learners admit that they find some difficulties in communicating English especially related to listening and vocabulary.

- d. Most of the learners state that English language teaching and learning process should make them communicate well in English.
- e. Most of the learners state that they like to learn English through topics or themes which are related to their daily life.

## **2. Learning needs**

In terms of learning needs, the learners' view about what they need to do in order to learn is classified into some components. The first component is the input, the learners need texts which relate to their daily life and consist of intermediate number of words. The learners also need some pictures and new vocabularies provided related to the topic being discussed. In terms of activity, the learners prefer answering some comprehensive questions based on the texts given, doing role-playing, listening and repeating after the teacher to learn pronunciation, writing the same text with the model text, writing text based on pictures, tables, diagrams, or graphic, identifying the wrong sentence structure, and finding new vocabulary in the text or the meaning in dictionary. To do the tasks, learners prefer working in small groups consisting of 3 – 4 people, in pairs, or individually in outside or inside the classroom. Meanwhile in terms of teacher's and learners' role, the learners want the teacher to create an active environment for the students to do discussion and involve in doing and solving the task.

### **3. Characteristics of Inquiry-based learning materials for grade X students of Senior High School.**

Based on the results of materials evaluation, the developed materials are considered to be appropriate. The following paragraphs describe the characteristics of the developed materials.

The first part of each unit is the title of the unit. The three units have a title that reflects the topic of the unit. The title is featured with pictures and an overview paragraph which function as an attention getter. It gives the learners a more explanation of what they are going to do.

Then, following the title is the main parts of the unit. Each unit of the materials has four main parts. The introduction part consists of several tasks. Firstly, there are orientation, formulating problems and proposing hypotheses which are steps of Inquiry-based learning adapted into the materials. This part is aimed to encourage the learners to think to solve the problems from the beginning of the learning process and to stimulate learners' exploration to make relevant questions and the answers relate to the topic and the learning objectives. The next part is a warming-up task. This task functions to give the learners modality to learn the topic of the unit before going to the main lesson.

The next part is the main lesson of the unit. It is divided into two main parts: let's act and let's do more. The tasks provided in Let's Act are designed to lead the learners to achieve the target competencies

stated in the learning objectives. This part is also aimed to guide the learners to collect information, identify the answers of the questions that they proposed before, and finally present the answers of the questions orally and/or in writing to the class. After the learners are given sufficient inputs through the process of doing the tasks, then they are given a chance to produce certain text types in Let's Do More.

The last part of the unit is the reinforcement. Reinforcement part consists of homework, let's check your competence, self-reflection, and summary sections. Homework and let's check your competence represent the topic of the unit. By doing homework and evaluation, learners have more time to recall and check their understanding of what they have learnt before. Another part is self-reflection. The availability of this assessment is important for the learners to check the process of their learning and how much they learnt. The last part is summary. By exploring this part, it will be easier for the learners to access the main lesson of each unit of the materials. In addition to the main parts of the unit, there are relevant fun spaces or cultural shots in each unit of the materials.

## **B. Suggestions**

The final product of this research is Inquiry-based learning materials for grade X students of senior high school. Considering the research findings, there are some suggestions proposed to the English teacher in senior high school and other materials developers who conduct similar research.

The first suggestion is that the English teacher in senior high school and the materials developers may develop Inquiry-based learning materials which relate to learners' daily lives. The results of the needs analysis show that the input text needed by the learners are those related to their daily lives in family, school, and society.

The second suggestion is related to the input of the materials. Based on the needs analysis, learners like to learn authentic materials which are in the intermediate level. Authentic materials such as news, radio broadcasts, movies, and songs or monolog and dialog with some pictures and new vocabulary are considered as appropriate input.

The third suggestion is concerned with the learners' role and teacher's role. From the results of the needs analysis, it is suggested that the design of the materials should encourage the learners to do discussion and involve in active investigation to solve and do the tasks.

Finally, because there is no try out in the step of this research, it is suggested for the teachers or the other materials developers to try out the developed materials in the learning process. It will be better if the learners are also given an opportunity to give their opinion related to the developed materials.



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# APPENDICES

# **APPENDIX A**

## **THE CORE AND BASIC COMPETENCES OF GRADE X OF SENIOR HIGH SCHOOL**

### The Core and Basic Competences of Grade Ten of Senior High School

CORE COMPETENCES	BASIC COMPETENCES
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap ( <i>extended</i> ), serta responnya, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian ( <i>care</i> ), serta responnya, sesuai dengan konteks penggunaannya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap ( <i>extended</i> ), serta responnya, sesuai dengan konteks penggunaannya. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian

	<p>yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan perkembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.</p>	<p>4.1 Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

	<p>4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12 Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menangkap makna teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14 Menyusun teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.</p> <p>4.16 Menangkap makna lagu sederhana.</p>
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# **APPENDIX B**

## **THE NEEDS ANALYSIS QUESTIONNAIRE**





**JURUSAN PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS BAHASA DAN SENI**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
*Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta*  
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Kepada adik-adik kelas X SMA N 2 Yogyakarta

Dalam rangka mengembangkan materi pembelajaran Bahasa Inggris berbasis *inquiry (inquiry-based learning materials)* bagi siswa kelas X, pada kesempatan ini saya meminta kesedian Anda untuk mengisi kuesioner ini. Jawaban yang Anda berikan pada lembar angket ini tidak akan mempengaruhi nilai Anda di dalam rapor. Dimohon Anda menjawab seluruh pertanyaan ini sesuai dengan keadaan Anda yang sebenarnya tanpa dipengaruhi oleh siapapun. Jawaban dan identitas Anda akan saya jamin kerahasiannya sesuai dengan kode etik penelitian. Semua jawaban yang Anda berikan sangat berarti dan membantu penelitian yang saya lakukan.

Terima kasih.

Yogyakarta, Mei 2014  
Peneliti

Tiara Sekarwangi  
NIM. 10202244061

Angket Analisis Kebutuhan Siswa Kelas X dalam Pembelajaran Bahasa Inggris  
di SMA N 2 Yogyakarta

Petunjuk pengisian

Berilah tanda silang (x) pada huruf a, b, c, d atau seterusnya sesuai dengan pendapat Anda. Jika Anda mempunyai pendapat lain, silahkan tuliskan jawaban Anda di kolom yang tersedia.

I. Data pribadi responden

Nama :  
Usia : tahun  
Jenis kelamin :  
Kelas :

II. Analisis kebutuhan siswa dalam pembelajaran bahasa Inggris

1. Apakah tujuan Anda belajar bahasa Inggris di sekolah?
  - a. Agar mendapatkan nilai rapor yang bagus.
  - b. Agar memenuhi syarat lulus Ujian Nasional.
  - c. Agar menunjang pendidikan di jenjang yang lebih tinggi atau pekerjaan setelah lulus sekolah.
  - d. Agar mendapatkan pengetahuan tentang bahasa Inggris dan budayanya sehingga dapat berkomunikasi dengan baik dalam bahasa Inggris.
  - e. Lainnya  
(tuliskan).....
2. Kemampuan bahasa Inggris Anda saat ini berada pada level...
  - a. pemula (beginner): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
  - b. menengah (intermediate): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
  - c. mahir (advanced): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
  - d. lainnya  
(tuliskan).....

3. Kesulitan berkomunikasi dalam bahasa Inggris yang sering Anda alami adalah dalam hal (jawaban boleh lebih dari satu)...
 

a. listening	e. vocabulary
b. speaking	f. grammar
c. reading	g. pronunciation
e. writing	h. lainnya

 (tuliskan).....
  
4. Untuk dapat menunjang pendidikan ke jenjang yang lebih tinggi atau menunjang pekerjaan Anda kelak, seharusnya Anda berada pada level?
  - a. Pemula (beginner): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
  - b. Menengah (intermediate): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
  - c. Mahir (advanced): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
  - d. Lainnya  
(tuliskan).....
  
5. Pelajaran bahasa Inggris seharusnya dapat membuat Anda...
  - a. memahami ungkapan-ungkapan bahasa Inggris.
  - b. memahami berbagai macam teks bahasa Inggris.
  - c. memahami kata-kata dalam bahasa Inggris termasuk arti dan cara pengucapannya yang baik dan benar.
  - d. berkomunikasi dengan baik dalam bahasa Inggris.
  - e. lainnya  
(tuliskan).....
  
6. Apakah Anda terbiasa mengidentifikasi hal-hal yang belum Anda mengerti ketika belajar Bahasa Inggris?
  - a. Ya.
  - b. Sering.
  - c. Kadang-kadang.
  - d. Tidak.
  
7. Apakah Anda terbiasa merumuskan pertanyaan-pertanyaan Anda sendiri dalam belajar Bahasa Inggris?
  - a. Ya.
  - b. Sering
  - c. Kadang-kadang.

- d. Tidak.
8. Apakah Anda terbiasa merumuskan jawaban sementara Anda sendiri dari pertanyaan-pertanyaan yang Anda rumuskan sebelumnya dalam belajar Bahasa Inggris?
- a. Ya.
  - b. Sering
  - c. Kadang-kadang.
  - d. Tidak.
9. Apakah Anda terbiasa menggunakan buku-buku, internet, atau sumber lain untuk memperoleh data/informasi untuk menjawab pertanyaan-pertanyaan Anda dalam belajar Bahasa Inggris?
- a. Ya.
  - b. Sering
  - c. Kadang-kadang.
  - d. Tidak.
10. Apakah Anda sebagai individu terbiasa menggunakan data/ informasi untuk menjawab pertanyaan Anda dalam belajar Bahasa Inggris?
- a. Ya.
  - b. Sering
  - c. Kadang-kadang.
  - d. Tidak.
11. Apakah Anda dalam sebuah kelompok terbiasa menggunakan data/ informasi untuk menjawab pertanyaan Anda dalam belajar Bahasa Inggris?
- a. Ya.
  - b. Sering
  - c. Kadang-kadang.
  - d. Tidak.
12. Apakah Anda terbiasa melaporkan/mengkomunikasikan pada orang lain jawaban yang Anda peroleh dari pertanyaan-pertanyaan Anda sendiri dalam belajar Bahasa Inggris?
- a. Ya.
  - b. Sering
  - c. Kadang-kadang.
  - d. Tidak.

13. Di dalam pembelajaran mendengarkan (listening), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?
- Monolog dan dialog.
  - Monolog dan dialog yang disertai gambar.
  - Monolog dan dialog yang disertai kosa kata baru.
  - Materi otentik seperti acara berita, siaran radio, film, dan lagu.
  - Lainnya  
(tuliskan).....
14. Berapa panjang teks sebagai input pembelajaran mendengarkan (listening) yang mampu Anda pahami?
- > 250 kata (panjang)
  - > 200 kata (sedang)
  - > 150 kata (pendek)
15. Di dalam pembelajaran berbicara (speaking), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?
- Monolog dan dialog.
  - Monolog dan dialog yang disertai gambar.
  - Monolog dan dialog yang disertai kosa kata baru.
  - Materi otentik seperti acara berita, siaran radio, film, dan lagu.
  - Lainnya  
(tuliskan).....
16. Berapa panjang teks yang anda inginkan dalam pembelajaran berbicara (speaking)?
- > 250 kata (panjang)
  - > 200 kata (sedang)
  - > 150 kata (pendek)
17. Di dalam pembelajaran membaca (reading), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?
- Teks bacaan terdiri dari beberapa paragraf.
  - Teks bacaan disertai daftar kosa kata.
  - Teks bacaan disertai gambar-gambar.
  - Teks bacaan disertai tabel, diagram, bagan, atau grafik.
  - Materi otentik yang dengan mudah dapat di jumpai dalam keseharian (contohnya: majalah, surat kabar, resep, pengumuman, dll)
  - Lainnya  
(tuliskan).....

18. Berapa panjang teks sebagai input pembelajaran membaca (reading) yang mampu Anda pahami?
- > 300 kata
  - > 250-300 kata
  - > 150-200 kata
19. Di dalam pembelajaran menulis (writing), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?
- Berupa contoh model teks yang akan dipelajari/digunakan dalam latihan menulis.
  - Berupa contoh kosa kata yang akan digunakan dalam teks dan disertai penjelasannya.
  - Berupa contoh struktur kalimat yang berkaitan dengan teks.
  - Berupa gambar, tabel, diagram, bagan, atau grafik.
  - Lainnya  
(tuliskan).....
20. Berapa panjang teks yang Anda inginkan dalam pembelajaran menulis (writing)?
- > 300 kata
  - > 250-300 kata
  - > 150-200 kata
21. Topik atau tema pembelajaran apa yang Anda inginkan?
- Topik-topik yang berhubungan dengan kehidupan sehari-hari di lingkungan keluarga, sekolah, dan masyarakat.
  - Topik-topik yang berhubungan dengan kehidupan remaja.
  - Topik-topik yang berhubungan dengan kehidupan politik, ekonomi, dan sosial budaya
  - Topik-topik yang berhubungan dengan dunia ilmu pengetahuan (misalnya tentang tumbuhan, planet, tata surya, penemuan baru di bidang IPTEK)
  - Lainnya  
(tuliskan).....
22. Jenis kegiatan pembelajaran mendengarkan (listening) seperti apa yang Anda inginkan?
- Melengkapi teks rumpang.

- b. Mencatat poin-poin penting.
- c. Menceritakan kembali isi teks dengan bahasa sendiri.
- d. Mengidentifikasi isi teks menyimak secara garis besar.
- e. Mengidentifikasi rincian/ detail informasi dari teks menyimak yang diperdengarkan dengan menjawab beberapa pertanyaan yang telah disediakan.
- f. Lainnya  
(tuliskan).....

23. Jenis kegiatan pembelajaran berbicara (speaking) seperti yang Anda inginkan?

- a. Mempraktikan sebuah model dialog/ monolog yang tersedia di dalam buku atau materi.
- b. Membuat sebuah dialog lalu mempraktekkan.
- c. Bermain peran (Role-playing)
- d. Berdiskusi tentang sebuah topik dan menyampaikan pendapat berkaitan dengan topik tersebut.
- e. Mempersentasikan laporan, cerita, pidato/hasil diskusi.
- f. Lainnya  
(tuliskan).....

24. Jenis kegiatan pembelajaran reading (membaca) seperti yang Anda inginkan?

- a. Membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut.
- b. Membaca nyaring teks dengan pengucapan dan intonasi yang benar.
- c. Meyusun paragraf/ kalimat acak menjadi sebuah urutan paragraf/kalimat yang benar atau logis.
- d. Meringkas isi bacaan.
- e. Mendiskusikan isi atau arti ungkapan-ungkapan tertentu yang terdapat dalam bacaan tersebut dan penggunaan isi atau arti ungkapan-ungkapan tersebut berdasarkan konteks.
- f. Lainnya  
(tuliskan).....

25. Jenis kegiatan pembelajaran pengayaan kosa kata seperti yang Anda inginkan?

- a. Menemukan kosa kata baru di dalam sebuah teks dan mencari arti atau terjemahannya di dalam kamus.

- b. Menemukan kosa kata baru di dalam sebuah teks dan mengidentifikasi arti atau terjemahannya berdasarkan konteks di dalam teks bacaan.
- c. Melengkapi kalimat/paragraf dengan pengetahuan sendiri.
- d. Mengelompokkan kosa kata baru di dalam sebuah tabel kemudian mencari arti/terjemahan berdasarkan konteks di dalam bacaan, cara pengucapan, jenis kata, persamaan, lawan kata, dan contoh penggunaannya.
- e. Lainnya  
(tuliskan).....

26. Jenis kegiatan pembelajaran writing (menulis) seperti yang Anda inginkan?

- a. Menulis teks yang sama dengan contoh model teks yang diberikan sesuai dengan tata bahasa dan struktur penyusunan paragraf yang benar.
- b. Melengkapi paragraf rumpang dengan kalimat yang sesuai.
- c. Membetulkan struktur kalimat, ejaan, dan tanda baca yang salah.
- d. Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar.
- e. Menulis teks berdasarkan gambar, tabel, diagram, bagan, atau grafik.
- f. Lainnya  
(tuliskan).....

27. Jenis kegiatan pembelajaran tata bahasa (grammar/structure) seperti yang Anda inginkan?

- a. Menghafalkan rumus/ formula struktur tata bahasa.
- b. Mengerjakan soal-soal latihan tentang tata bahasa.
- c. Membuat kalimat sendiri berdasarkan pola yang diajarkan.
- d. Mengidentifikasi struktur kalimat yang salah lalu memperbaikinya.
- e. Lainnya  
(tuliskan).....

28. Jenis kegiatan pembelajaran pengucapan/pelafalan (pronunciation) seperti yang Anda inginkan?

- a. Mencari cara pengucapan di dalam kamus.
- b. Membaca secara nyaring dan melihat cara pengucapannya di dalam kamus.
- c. Mendengar dan menirukan cara pengucapan dari guru.
- d. Berlatih mengucapkan dari kata-perkata.
- e. Berlatih mengucapkan kata yang memiliki bunyi yang hampir sama.



- f. Berlatih mengucapkan setiap kalimat termasuk cara penekanan (stress) dan intonasi pengucapan.
  - g. Lainnya  
(tuliskan).....
29. Anda merasa lebih nyaman jika proses pembelajaran bahasa Inggris dilaksanakan di...
- a. ruang kelas.
  - b. luar kelas, seperti pinggiran kelas, taman, aula sekolah.
  - c. perpustakaan.
  - d. laboratorium bahasa/ ruang praktek.
  - e. Lainnya  
(tuliskan).....
30. Dalam proses pembelajaran Bahasa Inggris, Anda lebih suka mengerjakan tugas/kegiatan B. Inggris secara...
- a. individu.
  - b. berpasangan dengan teman sebangku.
  - c. dalam sebuah kelompok kecil terdiri dari 3-4 orang.
  - d. dibuat menjadi proyek kelompok besar.
  - e. bekerja sama dengan semua teman sekelas.
  - f. lainnya  
(tuliskan).....
31. Pada saat proses belajar mengajar berlangsung, Anda lebih suka...
- a. hanya mendengarkan penjelasan dari guru.
  - b. dituntun dalam setiap mengerjakan tugas/latihan dari guru.
  - c. menggunakan kreativitas anda dalam mengerjakan tugas.
  - d. mengajukan pertanyaan dan pendapat anda.
  - e. berdiskusi dan aktif dalam penyelidikan untuk memecahkan masalah dan mengerjakan tugas.
  - f. lainnya  
(tuliskan).....
32. Pada saat proses belajar mengajar berlangsung, Anda lebih menginginkan jika guru...
- a. memotivasi anda saat mengerjakan setiap soal latihan.
  - b. mendorong dan mengarahkan anda untuk menggunakan kreativitas anda.
  - c. mengarahkan para siswa untuk mengerjakan soal/latihan.

- d. memberi saran, koreksi, dan komentar terhadap setiap hasil kerja siswa.
- e. menciptakan suasana bagi para siswa untuk aktif dalam memecahkan masalah dan mengerjakan tugas.
- f. lainnya  
(tuliskan).....

**APPENDIX C**

**THE NEEDS ANALYSIS  
DATA**

THE RESULTS OF NEEDS ANALYSIS QUESTIONNAIRE				
1. Target needs				
-Necessities				
Questions	Items	N	F	Percentages
What is your goal in learning English at school?	a. To get a good mark in rapport.	30	3	10 %
	b. To pass national examination.	30	0	0 %
	<b>c. To support later education or job after graduating from school.</b>	<b>30</b>	<b>16</b>	<b>53.33 %</b>
	d. To get knowledge about English and the culture so can communicate in English well.	30	11	36.66 %
	e. Others ...	30	0	0 %
To support your later education or job, you should be in what level?	a. Beginner: can understand simple sentences and expressions used in a daily life.	30	0	0 %
	b. Intermediate: can understand content or purpose of complicated texts and give a comment or idea about that.	30	3	10 %
	<b>c. Advanced: can understand a variety of texts and understand implicit ideas in a text.</b>	<b>30</b>	<b>27</b>	<b>90 %</b>
	d. Others ...	30	0	0 %
-Lacks				
Your current level of English proficiency is in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life.	30	6	20 %
	<b>b. intermediate: can understand content or purpose of complicated texts and give a comment or idea about that.</b>	<b>30</b>	<b>21</b>	<b>70 %</b>
	c. advanced: can understand a variety of texts and understand implicit ideas in a text.	30	3	10 %
	d. others ...	30	0	0 %

(continued)

(continued)

Communica tion difficulty which you often face in English is (you can choose more than one option)....	<b>a. listening</b>	<b>30</b>	<b>22</b>	<b>73.33 %</b>
	b. speaking	30	3	10 %
	c. reading	30	0	0 %
	<b>d. writing</b>	<b>30</b>	<b>12</b>	<b>40 %</b>
	<b>e. vocabulary</b>	<b>30</b>	<b>20</b>	<b>66.66 %</b>
	f. pronunciation	30	8	26.66 %
	g. others ...	30	0	0 %
-Wants				
English teaching and learning process should make you ...	a. understand expressions in English.	30	0	0 %
	b. understand a variety of texts in English.	30	0	0 %
	c. understand English vocabularies including the appropriate meaning and the pronunciation.	30	5	16.66 %
	<b>d. communicating well in English.</b>	<b>30</b>	<b>25</b>	<b>83.33 %</b>
	e. others ...	30	0	0 %
Questions	Items	N	F	Percentage
Learning topic or theme that you want is ...	<b>a. topics related to daily life in family, school, and society.</b>	<b>30</b>	<b>12</b>	<b>40 %</b>
	b. topics related to adolescent's life.	30	8	26.66 %
	c. topics related to politics, economics, and social-cultural life.	30	1	3.33 %
	d. topics related to science (for instances: plants, planets, universe, new invention in science and technology).	30	7	23.33 %
	e. others ...	30	2	6.66 %
2. Learning needs				

(continued)

(continued)

-Input				
Listening input				
In listening activity, learning input that you want is ...	a. monolog and dialog.	30	5	16.66 %
	b. monolog and dialog with some pictures provided.	30	6	20 %
	c. monolog and dialog with new vocabularies provided.	30	0	0 %
	<b>d. authentic materials such as news, radio broadcasts, movies, and songs.</b>	<b>30</b>	<b>19</b>	<b>63.33 %</b>
	e. others ...	30	0	0 %
How long listening input that you can understand?	a. > 250 words	30	3	10 %
	<b>b. &gt; 200 words</b>	<b>30</b>	<b>15</b>	<b>50 %</b>
	c. > 150 words	30	12	40 %
	d. Others	30	0	0 %
Speaking input				
In speaking activity, learning input that you want is ...	a. monolog and dialog.	30	4	13.33 %
	b. monolog and dialog with some pictures provided.	30	1	3.33 %
	c. monolog and dialog with new vocabularies provided.	30	8	26.66 %
	<b>d. authentic materials such as news, radio broadcasts, movies, and songs.</b>	<b>30</b>	<b>17</b>	<b>56.66 %</b>
	e. others ...	30	0	0 %
How long speaking input that you want?	a. > 250 words	30	5	16.66 %
	<b>b. &gt; 200 words</b>	<b>30</b>	<b>18</b>	<b>60%</b>
	c. > 150 words	30	7	23.33 %
	d. others ...	30	0	0 %
Reading input				

(continued)

(continued)

In reading activity, learning input that you want is ...	a. text consists of some paragraphs.	30	3	10 %
	b. text with vocabularies provided.	30	2	6.66 %
	c. text with some pictures provided.	30	3	10 %
	d. text with tabel, diagram, or graphic provided.	30	0	0 %
	<b>e. authentic materials which can easily be found in the daily life (for examples: magazines, news, recipes, announcements, etc.)</b>	<b>30</b>	<b>22</b>	<b>73.33 %</b>
	f. others ...	30	0	0 %
How long reading input that you can understand?	a. > 300 words	30	8	26.66 %
	<b>b. &gt; 250-300 words</b>	<b>30</b>	<b>16</b>	<b>53.33 %</b>
	c. > 150-200 words	30	6	20 %
	d. Others ...	30	0	0 %
Writing input				
In writing activity, learning input that you want is ...	a. the example of text model which will be learnt or written in writing activities.	30	7	23.33 %
	<b>b. the example of vocabularies that be used in the text including the explanation of it.</b>	<b>30</b>	<b>10</b>	<b>33.33 %</b>
	c. the example of sentence structures related to the text.	30	7	23.33 %
	d. pictures, tables, diagrams, or graphics	30	6	20 %
	e. others ...	30	0	0 %
How long writing input that you want?	a. > 300 words	30	6	20 %
	b. > 250-300 words	30	11	36.66 %
	<b>c. &gt; 150-200 words</b>	<b>30</b>	<b>13</b>	<b>43.33 %</b>
	d. others ...	30	0	0 %
-Procedures				

(continued)

*(continued)*

Inquiry-based learning				
Do you usually identify things you don't understand yet in learning English?	a. Yes	30	7	23.33 %
	b. Usually	30	3	10 %
	<b>c. Sometimes</b>	<b>30</b>	<b>20</b>	<b>66.66 %</b>
	d. No	30	0	0 %
Do you usually formulate your own questions in learning English?	a. Yes	30	5	16.66 %
	b. Usually	30	2	6.66 %
	<b>c. Sometimes</b>	<b>30</b>	<b>15</b>	<b>50 %</b>
	d. No	30	8	26.66 %
Do you usually formulate your own hypothesis based on your own questions you formulate before in learning English?	<b>a. Yes</b>	<b>30</b>	<b>11</b>	<b>36.66 %</b>
	b. Usually	30	3	10 %
	c. Sometimes	30	10	33.33 %
	d. No	30	6	20 %
Do you usually use books, internet, or other sources to answer your questions in learning English?	<b>a. Yes</b>	<b>30</b>	<b>18</b>	<b>60 %</b>
	b. Usually	30	6	20 %
	c. Sometimes	30	6	20 %
	d. No	30	0	0 %
Do you as an individual	a. Yes	30	11	36.66 %

*(continued)*



*(continued)*

usually use data/information to answer your questions in learning English?	b. Usually	30	3	10 %
	<b>c. Sometimes</b>	<b>30</b>	<b>13</b>	<b>43.33 %</b>
	d. No	30	3	10 %
Do you as a member of a group usually use data/information to answer your questions in learning English?	<b>a. Yes</b>	<b>30</b>	<b>10</b>	<b>33.33 %</b>
	b. Usually	30	2	7 %
	c. Sometimes	30	13	23.33 %
	d. No	30	5	16.66 %
Do you usually communicate the answers of your own questions in learning English?	a. Yes	30	6	20 %
	b. Usually	30	4	13.33 %
	<b>c. Sometimes</b>	<b>30</b>	<b>12</b>	<b>40 %</b>
	d. No	30	8	26.66 %
Listening activities				
What kind of listening activity that you want?	a. Filling in blank spaces.	30	7	23.33 %
	b. Taking note the important points.	30	3	10 %
	c. Retelling the content of the text with your own words.	30	5	16.66 %
	d. Identifying the content of the text.	30	2	6.66 %
	<b>e. Identifying the detail information of the text by answering the questions provided.</b>	<b>30</b>	<b>12</b>	<b>40 %</b>
	f. Others ...	30	1	3.33 %

*(continued)*

(continued)

Speaking activities				
What kind of speaking activity that you want?	a. Practicing a model of dialog and monolog which is provided in the book or materials.	30	6	20 %
	b. Making a dialog then practicing it.	30	2	6.66 %
	<b>c. Role-playing.</b>	<b>30</b>	<b>13</b>	<b>43.33 %</b>
	d. Discussing about a topic and proposing opinion related to that topic.	30	6	20 %
	e. Presenting report, story, speech or the result of the discussion.	30	3	10 %
	f. Others ...	30	1	3.33 %
Reading activities				
What kind of reading activity that you want?	<b>a. Reading texts and then answering questions related to the content of the text.</b>	<b>30</b>	<b>13</b>	<b>43.33 %</b>
	b. Reading texts aloud with the right pronunciation and intonation.	30	3	10 %
	c. Arranging random sentences or paragraphs into the right or logic sentences or paragraphs.	30	3	10 %
	d. Summarizing the content of the text.	30	2	6.66 %
	e. Discussing the content or the meaning of some expressions in the text and the content or meaning of the expressions based on context.	30	6	20 %
	f. Others ...	30	1	3.33 %
Vocabulary activities				
What kind of vocabularies activity that you want?	<b>a. Finding new vocabularies in the text or the meaning in dictionary.</b>	<b>30</b>	<b>14</b>	<b>46.66 %</b>
	b. Finding new vocabularies in the text and identifying the meaning based on context.	30	4	13.33 %
	c. Completing sentences/ paragraphs by using your own knowledge.	30	2	6.66 %

(continued)

(continued)

	d. Grouping new vocabularies in the table and then looking for the meaning based on context in the text including the pronunciation, parts of speech, synonymy, antonym, and the example.	30	9	30 %
	e. Others ...	30	1	3.33 %
Writing activities				
What kind of writing activity that you want?	<b>a. Writing same text with the model text which is appropriate to grammar and paragraph arranging structure.</b>	<b>30</b>	<b>9</b>	<b>30 %</b>
	b. Filling in the blank paragraphs with appropriate sentences.	30	8	26.66 %
	c. Correcting incorrect sentence structure, spelling, and punctuation.	30	2	6.66 %
	d. Arranging sentences into a correct paragraph.	30	2	6.66 %
	<b>e. Writing text based on pictures, tables, diagrams, and graphic.</b>	<b>30</b>	<b>9</b>	<b>30 %</b>
	f. Others ...	30	0	0 %
Grammar activities				
What kind of grammar/structure activity that you want?	a. Memorizing grammar formula.	30	2	6.66 %
	b. Doing tasks/exercises about grammar.	30	7	23.33 %
	c. Making sentences based on pattern taught.	30	9	30 %
	<b>d. Identifying wrong sentence structure and then correct it.</b>	<b>30</b>	<b>12</b>	<b>40 %</b>
	e. Others ...	30	0	0 %
Pronunciation activities				
What kind of pronunciation activity that you want?	a. Searching for the pronunciation in dictionary.	30	3	10 %
	b. Reading aloud and seeing the pronunciation in dictionary.	30	0	0 %
	<b>c. Listening to the teacher and repeating after the teacher.</b>	<b>30</b>	<b>11</b>	<b>36.66 %</b>

(continued)

(continued)

	d. Learning to pronounce word to word.	30	5	16.66 %
	e. Learning to pronounce words that have similar sound.	30	6	20 %
	f. Practicing to pronounce every sentence including the stress and intonation.	30	5	16.66 %
	g. Others ...	30	0	0 %
-Learners' role				
When the teaching and learning process is carried out, you prefer to ...	a. only listen to the teacher's explanation.	30	2	6.66 %
	b. be guided by the teacher in every task or exercise.	30	3	10 %
	c. use your creativity in doing the task.	30	7	23.33 %
	d. propose your questions and opinions.	30	8	26.66 %
	<b>e. do discussion and actively involved in investigation to solve problem and doing the task.</b>	<b>30</b>	<b>10</b>	<b>33.33 %</b>
	f. others ...	30	0	0 %
-Teacher's role				
When the teaching and learning process is carried out, you prefer the teacher to ...	a. motivate you every time you doing the exercises.	30	4	13.33 %
	b. support and lead you to use your creativity.	30	6	20 %
	c. lead the students to doing the task.	30	2	6.66 %
	d. give suggestion, correction, and comment in every result of students' learning.	30	5	16.66 %
	<b>e. create condition for the students to be active in solving problem and doing the task.</b>	<b>30</b>	<b>13</b>	<b>43.33 %</b>
	f. others ...	30	0	0 %
-Setting				
	a. inside the classroom.	30	10	33.33 %

(continued)

*(continued)*

You feel more confident if English teaching and learning process is conducted in ...	<b>b. outside the classroom like in the classroom edges, school garden, school hall.</b>	<b>30</b>	<b>11</b>	<b>36.66 %</b>
	c. library.	30	4	13.33 %
	d. language laboratory or practice room.	30	5	16.66 %
	e. others ...	30	0	0 %
In English teaching and learning process, you prefer to do the task ...	a. individually.	30	8	26.66 %
	b. paired consisting of two people.	30	5	16.66 %
	<b>c. in a small group consisting of 3-4 people.</b>	<b>30</b>	<b>9</b>	<b>30 %</b>
	d. in a big group project.	30	4	13.33 %
	e. with the whole class.	30	4	13.33 %
	f. others ...	30	0	0 %

# **APPENDIX D**

## **COURSE GRID**

## COURSE GRID

Name of the School : SMA N 2 Yogyakarta

Class/Semester : X / 1

Core Competences	Basic competences
<ol style="list-style-type: none"> <li>1. Comprehending and applying religious values.</li> <li>2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerant, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as a manifestation of Indonesian society in the world.</li> <li>3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science, technology, arts, culture, and humanities with insights, nationality, and civilized insights in relation to the causes of phenomena and events, applying procedural knowledge in desired specific field of studies in solving problem.</li> <li>4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Thanking God for the chance of learning English as the international Language which is realized in the learning spirit.</li> <li>2.2 Performing honest, discipline, confident, and responsible attitudes in transactional communication with teachers and friends</li> <li>3.1 Analyzing social function, text structure, and language features of introducing text according to the contexts.</li> <li>4.1 Understanding spoken and written introducing text.</li> <li>4.2 Creating spoken and written text to introduce, ask, and respond to others' introduction by paying attention to the social function, text structure, and appropriate and contextual language features.</li> </ol>

UNIT	Unit Title	Topic	Indicators	Language functions	Activities	Input
1	It's Nice to meet you	Introducing oneself and introducing others	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>- Identify the social function of introducing text.</li> <li>- Identify the text structure of introducing text.</li> <li>- Identify the language features of introducing text.</li> <li>- Use simple present tense to introduce, ask, and respond to others' introduction.</li> <li>- Introduce, ask, and respond to others' introduction.</li> <li>- Write texts to introduce, ask, and</li> </ul>	<p>Introducing oneself, e.g.</p> <p>-First let me introducing myself</p> <p>-My name is ...</p> <p>Introducing others, e.g.</p> <p>-I would like to introduce you to ...</p> <p>-Let me introduce you to ...</p> <p>Asking information and responses , e.g.</p> <p>-What's your name?</p> <p>I am ...</p> <p>-Where are you</p>	<p>Orientation</p> <ul style="list-style-type: none"> <li>• Learners study the learning objectives.</li> </ul> <p>Formulating problem</p> <ul style="list-style-type: none"> <li>• Referring to the objectives, learners make relevant questions.</li> </ul> <p>Proposing hypothesis</p> <ul style="list-style-type: none"> <li>• Learners propose the temporary answers of the previous questions.</li> </ul> <p>Warming up</p> <ul style="list-style-type: none"> <li>• Listening to the recording and then numbering the pictures based on the words heard.</li> <li>• Studying the pictures and answering the questions orally.</li> </ul> <p>Collecting data</p> <p>Testing the hypothesis</p>	<p>-Adapted and simplified spoken and written text to introduce, ask, and respond to others' introducing</p> <p>-Language features and structure of introducing text</p> <p>-List of vocabulary related topic</p> <p>-Explanation of simple present tense</p>



			<p>respond to others' introduction.</p>	<p>from?  I am from ...  -Where is your address?  I live in ...  -What are you?  I am ...  -What is your hobby?  My hobby is ...  -Do you have any brothers or sisters?  Yes, I have ...  No, I haven't</p>	<p>Formulating the conclusion  Listening and Speaking  In pairs or in groups of three or four, learners are:</p> <ul style="list-style-type: none"> <li>• Matching the words with their Indonesian equivalents.</li> <li>• Listening to the dialogue and then stating whether the statements are TRUE or FALSE. Correcting the false statement. Before listening to the dialogue, read the statements first and then jot down the important information.</li> <li>• Listening to the dialogue in Task 6 and answering the questions. Before listening to the dialogue, read the questions first and then jot down the important information.</li> </ul>	
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					<ul style="list-style-type: none"> <li>• Studying the explanation about simple present tense.</li> <li>• Listening to the dialogue carefully and then underlining and correcting some words. Before listening to the dialogue, read the transcript first.</li> <li>• Classifying the verb form of the text on the table.</li> <li>• Matching the expressions with their responds.</li> <li>• Saying the expressions with the correct pronunciation.</li> <li>• Studying the list of expressions of introducing.</li> <li>• Listening to the dialogue and then filling the blank with suitable expressions. Before listening to the dialogue, read the transcript first and then jot</li> </ul>	
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					<p>down the main point.</p> <ul style="list-style-type: none"> <li>• Classifying the expressions in the text into the table of expressions.</li> <li>• Studying the explanation and then identifying and comparing the differences of the generic structure of introducing text.</li> <li>• Communicating each of the answers to the questions orally and/or in writing.</li> </ul> <p>Reading and writing</p> <ul style="list-style-type: none"> <li>• Matching the words with their Indonesian equivalents.</li> <li>• Reading the text and then answering the questions related to the content and social purpose of the text.</li> <li>• Completing the text using the correct form of verbs.</li> <li>• Studying the explanation of</li> </ul>	
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					<p>simple present tense and then underlining verbs exist in the text.</p> <ul style="list-style-type: none"> <li>• Completing text with the suitable words, phrase, or expression.</li> <li>• Communicating each of the answers to the questions orally and/or in writing.</li> </ul> <p>Creating text</p> <ul style="list-style-type: none"> <li>• Asking five of the new classmates about their names and information about them using the expressions you have learnt before.</li> <li>• Having a conversation based on the situations.</li> <li>• Completing a letter by answering the guided questions.</li> <li>• Individually, writing a letter.</li> </ul>	
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					<p>Homework</p> <ul style="list-style-type: none"> <li>• Listening to the song, filling the blank, and summarizing how the singer introduces himself.</li> <li>• Writing the email based on the situation given.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Listening to the dialogue and then completing the dialogue.</li> <li>• Reading the text and then answering the questions that follow.</li> </ul>	
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Core Competences	Basic competences
<ol style="list-style-type: none"> <li>1. Comprehending and applying religious values.</li> <li>2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerant, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as a manifestation of Indonesian society in the world.</li> <li>3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science, technology, arts, culture, and humanities with insights, nationality, and civilized insights in relation to the causes of phenomena and events, applying procedural knowledge in desired specific field of studies in solving problem.</li> <li>4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Thanking God for the chance of learning English as the international Language which is realized in the learning spirit.</li> <li>2.1 Performing well-behave and caring attitudes in interpersonal communication with teachers and friends.</li> <li>2.3 Performing responsible, caring, cooperation and loving peace attitudes in functional communication.</li> <li>3.2 Analyzing social function, text structure, and language features of expressions of compliment and the respond according to the contexts.</li> <li>3.5 Analyzing social function, text structure, and language features of expressions of congratulation and the respond according to the contexts.</li> <li>4.3 Creating spoken and written text of expressions of congratulation and the respond by paying attention to the social function, text structure, and appropriate and contextual language features.</li> </ol>

UNIT	Unit Title	Topic	Indicators	Language Functions	Activities	Input
2	Congratulations! You've done a great job.	Complimenting and congratulating others	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>- Identify the social function of text to congratulate and compliment somebody.</li> <li>- Identify the text structure of text to congratulate and compliment somebody.</li> <li>- Identify the language features of text to congratulate and compliment somebody.</li> <li>- Congratulate and compliment somebody.</li> <li>- Write texts to congratulate and compliment somebody.</li> </ul>	<p>Congratulating others, e.g.</p> <ul style="list-style-type: none"> <li>-What a ...!</li> <li>-That's a very nice ...</li> </ul> <p>Complimenting others, e.g.</p> <ul style="list-style-type: none"> <li>- congratulations!</li> <li>-Congratulations on ...</li> </ul> <p>Responses, e.g.</p> <ul style="list-style-type: none"> <li>-Thanks</li> <li>-Thank you</li> </ul>	<p>Orientation</p> <ul style="list-style-type: none"> <li>• Learners study the learning objectives.</li> </ul> <p>Formulating problem</p> <ul style="list-style-type: none"> <li>• Referring to the objectives, learners make relevant questions.</li> </ul> <p>Proposing hypothesis</p> <ul style="list-style-type: none"> <li>• Learners propose the temporary answers of the previous questions.</li> </ul> <p>Warming up</p> <ul style="list-style-type: none"> <li>• Listening to the recording and then numbering the pictures based on the words heard.</li> <li>• Studying the pictures and answering the questions orally.</li> </ul> <p>Collecting data</p> <p>Testing the hypothesis</p> <p>Formulating the conclusion</p> <p>Listening and Speaking</p>	<p>-Adapted and simplified spoken and written text to congratulate and compliment others</p> <p>-Language features and structure of text to congratulate and compliment others</p> <p>-List of vocabulary related topic</p>

					<p>In pairs or in groups of three or four, learners are:</p> <ul style="list-style-type: none"> <li>• Matching the words with their Indonesian equivalents.</li> <li>• Listening to the dialogue and then stating whether the statements are TRUE or FALSE. Before listening to the dialogue, read the statements first and then jot down the important information.</li> <li>• Listening to the dialogue and then answering the questions. Before listening to the dialogue, read the questions first and then jot down the important information.</li> <li>• Studying the explanation about expressions to compliment and congratulate others.</li> </ul>	
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					<ul style="list-style-type: none"> <li>• Changing the expressions into other kinds of expressions.</li> <li>• Rearranging the jumbled words into correct sentences.</li> <li>• Matching the expressions with their responds.</li> <li>• Saying the expressions with the correct pronunciation.</li> <li>• Studying the list of expressions of introducing.</li> <li>• Listening to the dialogue and then filling the blank with suitable expressions. Before listening to the dialogue, read the transcript first and then jot down the main point.</li> <li>• Classifying the expressions in the text into the table of expressions.</li> </ul>	
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					<ul style="list-style-type: none"> <li>Communicating each of the answers to the questions orally and/or in writing.</li> </ul> <p>Reading and writing</p> <ul style="list-style-type: none"> <li>Matching the words with their Indonesian equivalents.</li> <li>Reading the text, stating whether the statements are TRUE or FALSE, and then answering the questions related to the content and social purpose of the text.</li> <li>Completing text with the suitable words, phrase, or expression.</li> <li>Writing the responses of previous task.</li> <li>Communicating each of the answers to the questions orally and/or in writing.</li> </ul> <p>Creating text</p> <ul style="list-style-type: none"> <li>Completing the dialogue orally.</li> </ul>	
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					<ul style="list-style-type: none"> <li>• Having a conversation based on the situations.</li> <li>• Creating congratulating and complimenting cards.</li> <li>• Individually, writing congratulating and complimenting cards based on the situations given.</li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>• Listening to the song, filling the blank, and summarizing how the singer compliments someone.</li> <li>• Writing the congratulating and complimenting cards based on the pictures given.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Listening to the dialogue and then completing the dialogue.</li> </ul>	
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					<ul style="list-style-type: none"><li>• Reading the text and then answering the questions that follow.</li></ul>	
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Core Competences	Basic competences
<ol style="list-style-type: none"> <li>1. Comprehending and applying religious values.</li> <li>2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerant, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as a manifestation of Indonesian society in the world.</li> <li>3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science, technology, arts, culture, and humanities with insights, nationality, and civilized insights in relation to the causes of phenomena and events, applying procedural knowledge in desired specific field of studies in solving problem.</li> <li>4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Thanking God for the chance of learning English as the international Language which is realized in the learning spirit.</li> <li>2.1 Performing well-behave and caring attitudes in interpersonal communication with teachers and friends.</li> <li>3.7 Analyzing social function, text structure, and language features of simple descriptive texts about people, tourism destinations and famous historical buildings according to the contexts.</li> <li>4.8 Understanding simple spoken and written descriptive texts about people, tourism destinations, and famous historical buildings.</li> <li>4.10 Creating spoken and written simple descriptive texts about people, tourism destinations and famous historical buildings by paying attention to the social function, text structure, and appropriate and contextual language features.</li> </ol>

UNIT	Unit Title	Topic	Indicators	Activities	Input
3	Can you describe them?	Favourite figure of people; famous people who become inspiration	<ul style="list-style-type: none"> <li>- Identify the social function of description text.</li> <li>- Identify the text structure of t description text.</li> <li>- Identify the language features of description text.</li> <li>- Use simple present tense to describe somebody.</li> <li>- Describe somebody.</li> <li>- Write description texts about inspirational people.</li> </ul>	<p>Orientation</p> <ul style="list-style-type: none"> <li>• Learners study the learning objectives.</li> </ul> <p>Formulating problem</p> <ul style="list-style-type: none"> <li>• Referring to the objectives, learners make relevant questions.</li> </ul> <p>Proposing hypothesis</p> <ul style="list-style-type: none"> <li>• Learners propose the temporary answers of the previous questions.</li> </ul> <p>Warming up</p> <ul style="list-style-type: none"> <li>• Studying the pictures of famous people and then writing down their names on spaces given.</li> <li>• Listening to the recording and then numbering the pictures based on the words heard.</li> </ul>	<p>-Adapted and simplified spoken and written descriptive text</p> <p>-Language features and structure of descriptive text</p> <p>-List of vocabulary related topic</p> <p>-Explanation of simple present tense</p>

				<ul style="list-style-type: none"> <li>• Studying the pictures and answering the questions orally.</li> </ul> <p>Collecting data</p> <p>Testing the hypothesis</p> <p>Formulating the conclusion</p> <p>Listening and Speaking</p> <p>In pairs or in groups of three or four, learners are:</p> <ul style="list-style-type: none"> <li>• Matching the words with their Indonesian equivalents.</li> <li>• Listening and filling blank spaces and then answering the questions related to the content and social purpose of the text. Before listening to the monologue, read the transcript and the questions first and then jot down the important information.</li> <li>• Listening to the text, and then ordering the jumbled paragraph to form a good text.</li> </ul>	
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				<ul style="list-style-type: none"> <li>• Listening to the text and then checking (√) the right answers. Before listening to the recording, read the questions first and then jot down the important information.</li> <li>• Communicating each of the answers to the questions orally and/or in writing.</li> </ul> <p>Reading and writing</p> <ul style="list-style-type: none"> <li>• Matching the words with their Indonesian equivalents.</li> <li>• Reading the text and then completing the table.</li> <li>• Studying the explanation about descriptive text.</li> <li>• Studying the pictures, and then choosing and circling the right expressions in bold.</li> <li>• Matching the words with its definition.</li> <li>• Studying the explanation of simple present tense.</li> </ul>	
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				<ul style="list-style-type: none"> <li>• Underlining the verbs in the text.</li> <li>• Changing the verbs into the correct forms of Simple Present Tense.</li> <li>• Studying the explanation, identifying and comparing the generic structure of the texts by filling in the table.</li> <li>• Communicating each of the answers to the questions orally and/or in writing.</li> </ul> <p>Creating text</p> <ul style="list-style-type: none"> <li>• Asking three of the classmates about the physical appearance and the personalities of their idols.</li> <li>• Making a description about one person (famous person) and other group will guess who she/he is.</li> <li>• Creating appropriate descriptive texts by referring to the guided pictures and the character hints.</li> </ul>	
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				<ul style="list-style-type: none"> <li>• Individually, creating a detail description of the favorite famous person.</li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>• Listening to the song, filling the blank, and summarizing how the singer describes someone.</li> <li>• Writing the description of inspirational famous person.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Listening to the recording and then completing the table.</li> <li>• Reading the text and then completing the table by rewriting the answers down.</li> </ul>	
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**APPENDIX E**

**THE DESCRIPTIONS  
OF TASKS**

### Task Descriptions of Unit 1

<b>UNIT 1. It's Nice to Meet You</b>	
This unit encourages the learners to learn to introduce, ask, and respond to others' introduction.	
(Speaking and Listening section)	
A. Introduction	
1. Orientation	
Task 1	<p>Instruction: <i>Study the learning objectives below.</i></p> <p>Description: This task is the first step of the Inquiry. Learners are asked to study the learning objectives of listening and speaking section. This task is aimed at encouraging the learners to solve the problems from the beginning of the learning process.</p>
2. Formulating problems and proposing hypotheses	
Task 2	<p>Instruction: <i>Referring to the objectives above, make relevant questions. Examples are provided for you and propose temporary answers to your questions based on your current knowledge.</i></p> <p>Description: In these tasks, learners are asked to make relevant questions and propose temporary answers of the questions based on their current knowledge. These tasks are aimed at stimulating learners' exploration to make relevant questions and propose possible answers of the questions.</p>
3. Warm-up	
Task 3	<p>Instruction: <i>Listen to the recording and then number the pictures based on the words you hear.</i></p> <p>Description: This task leads the learners to have background knowledge about the scope of the unit topics. By numbering the pictures based on the words they hear, it is expected that the learners will have view about what they will learn.</p>
Task 4	<p>Instruction: <i>Study the pictures and answer the questions orally.</i></p> <p>Description: This task also leads the learners to have background knowledge about the scope of the unit topics. By studying the pictures and answer the questions orally, it is expected that the learners will have view about what they will learn.</p>
B. Main lesson	
4. Let's Act	
Task 5	<p>Instruction: <i>Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.</i></p>

	<p><b>Description:</b> This task is aimed at giving a clearer concept about the topic of the unit: introducing you and others. This task is also aimed at giving learners chance to recall the adjective vocabulary as the modalities to learn the unit.</p>
Task 6	<p><b>Instruction:</b> <i>In pairs, listen to the dialogue and then state whether the statements below are TRUE or FALSE. Correct the false statement. Before listening to the dialogue, read the statements first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class. Number one has been done for you.</i></p> <p><b>Description:</b> In this task, the learners are given chance to check their understanding about introducing text. They are asked to listen to the recording and the learners will have to state whether the statements are TRUE or FALSE and correct the false statement. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 7	<p><b>Instruction:</b> <i>Listen to the dialogue in Task 6 and in groups of three answer the questions below. Before listening to the dialogue, read the questions first and then jot down the important information you hear to answer the questions. After that, report your answers to the class. Number one has been done for you.</i></p> <p><b>Description:</b> In this task, the learners will have to listen to the dialogue and the answer questions. This task leads the learners to grasp the expressions which are used to introduce, ask, and respond to others' introduction. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 8	<p><b>Instruction:</b> <i>Referring to the dialogue in Task 6, in pairs answer the questions below. Share your answers with your friends.</i></p> <p><b>Description:</b> In this task, the learners answer the questions related to the dialogue. It is expected that the learners will have deeper understanding about the social function of introducing text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 9	<p><b>Instruction:</b> <i>Study the following explanation about Simple Present Tense.</i></p> <p><b>Description:</b> In this task the learners will be given chances to learn the explanation of simple present. This covers the formulas of simple present tense, the examples and the uses. It is expected that the students will grasp the concept of Simple Present Tense in an introducing text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>

Task 10	<p><b>Instruction:</b>  <i>In pairs, listen to the dialogue carefully. Before listening to the dialogue, read the transcript first. There are twelve differences between what you hear and what you read. Underline and correct them. Act it out with your friends.</i></p> <p><b>Description:</b>          After the learners learn the theory about simple present tense, they are encouraged to identify 12 differences between what they hear and what they read. They have to underline and correct the differences. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 11	<p><b>Instruction:</b>  <i>Read the explanation in Task 9, and then in groups of three, study the following sentences and find the differences by classifying the answers on the table below. After that, share the answers with the class.</i></p> <p><b>Description:</b>          In this task, learners are asked to find the differences of sentences containing V1 by classifying the answers on the provided table. It is expected that the learners will have deeper understanding about the use of V1 in an introducing text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 12	<p><b>Instruction:</b>  <i>Match the following expressions with their responses on the right.</i></p> <p><b>Description:</b>          In this task, the learners will have to match the expressions with their responses. This is to lead the learners to grasp more expressions. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 13	<p><b>Instruction:</b>  <i>Read the expressions in Task 12 once again. Say those expressions with the correct pronunciation. Listen and repeat after your teacher.</i></p> <p><b>Description:</b>          Through this task, learners are encouraged to say the expressions with the correct pronunciation. This task is aimed at guiding the learners to drill the pronunciation of the expressions. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 14	<p><b>Instruction:</b>  <i>Study the list of expressions below.</i></p> <p><b>Description:</b>          In this task the learners will be given chances to learn more deeply about the expressions to introduce, ask, and respond to others' introduction. This covers the examples of the expressions. It is expected that the learners will have deeper understanding about expressions which can be used to introduce, ask, and respond to others' introduction. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>

Task 15	<p><b>Instruction:</b>  <i>Listen to the dialogue, fill in the blank spaces with the suitable expressions below. Then, act it out with your friends. Before listening to the dialogue, read the transcript first and then jot down the main point.</i></p> <p><b>Description:</b>          After the learners learn the expressions, they are encouraged to listen to the dialogue, fill in the blank spaces with the suitable expressions, and then act it out with their friends. This task gives a chance to learners to use and practice the expressions the learners have learnt before. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 16	<p><b>Instruction:</b>  <i>Read the dialogue in Task 15 and then classify the expressions into the expressions of introducing, asking and responding to others who introduce themselves. Then, report your answers to the class.</i></p> <p><b>Description:</b>          This task leads the learners to recall the expressions they have learnt before by classifying the expressions into the expressions of introducing, asking and responding to others who introduce themselves. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 17	<p><b>Instruction:</b>  <i>Study the following explanation and then in groups of three, identify and compare the generic structure of the following dialogues. Share your answer with the class.</i></p> <p><b>Description:</b>          By studying the explanation about the generic structure of introducing text, in this task the learners are given two passages of introducing text. They will have to identify and compare the generic structure of the two dialogues. It is expected that the learners will have deeper understanding towards parts of introducing text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
5. Let's Do More	
Task 18	<p><b>Instruction:</b>  <i>In pairs, ask five of your new classmates about their names and information about them using the expressions you have learnt before. Then, complete the following table.</i></p> <p><b>Description:</b>          This task belongs to creating stage in which the learners should work independently. This task is semi-guided task, learners are asked to ask five of their new classmates about their names and information using the expressions they have learnt before.</p>
Task 19	<p><b>Instruction:</b>  <i>Works in groups of two or three. Have a conversation based on the following situations.</i></p> <p><b>Description:</b>          This task is free-guided task in which the learners work in groups of two or three and have a conversation based on the situations given.</p>

(Reading and writing section)	
A. Introduction	
1. Orientation	
Task 20	<p>Instruction: <i>Study the learning objectives below.</i></p> <p>Description: In this first stage of Inquiry steps, learners are asked to study the learning objectives of reading and writing section. This task is aimed at encouraging the learners to solve the problems from the beginning of the learning process.</p>
Task 21	<p>Instruction: <i>Referring to the objectives above, make relevant questions. Examples are provided for you.</i></p> <p>Description: In these tasks, learners are asked to make relevant questions and propose temporary answers of the questions based on their current knowledge. These tasks are aimed at stimulating learners' exploration to make relevant questions and propose possible answers of the questions.</p>
B. Main lesson	
4. Let's Act	
Task 22	<p>Instruction: <i>Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.</i></p> <p>Description: This tasks is aimed at giving a clearer concept about the topic of the unit: introducing you and others. This tasks is also aimed at giving learners chance to recall the adjective vocabulary as the modalities to learn the unit.</p>
Task 23	<p>Instruction: <i>Read the letter below and in pairs answer the questions. Compare your answers with your friends' answers and then share the answers with the class.</i></p> <p>Description: In this task, the learners are given chance to check their understanding about introducing text which is presented in the form of personal letter. They are asked to read the letter and the learners will have to answer the questions that follow. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 24	<p>Instruction: <i>Read the letter in Task 23, in groups of three, answer the following questions. Discuss with the class.</i></p> <p>Description:</p>



	In this task, the learners answer the questions related to the text. It is expected that the learners will have deeper understanding about the social function of introducing text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.
Task 25	<p>Instruction:</p> <p><i>Study the following explanation about Simple Present Tense. In pairs, complete the e-mail using the correct form of verbs. After that, read it aloud and then display the answers in your class wall magazine.</i></p> <p>Description:</p> <p>In this task, learners are asked to complete the e-mail using the correct form of verbs. It is expected that the learners will have deeper understanding about the use of V1 in the text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 26	<p>Instruction:</p> <p><i>In pairs, complete this email with the suitable words, phrase, or expression. After that, report your work to the class.</i></p> <p>Description:</p> <p>After the learners learn the expressions in the text, they are encouraged to complete the email with the suitable words, phrase, or expression. This task gives a chance for the learners to use the expressions the learners have learnt before. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
5. Let's Do More	
Task 27	<p>Instruction:</p> <p><i>Suppose you are Arya and you are going to write an answer letter to your new pen-friend, Mark in United Kingdom. Complete the letter by answering the following questions. You may work in groups of three.</i></p> <p>Description:</p> <p>This task belongs to creating stage in which the learners should work independently. This task is semi-guided task, learners are asked to complete the letter by answering the guided questions.</p>
Task 28	<p>Instruction:</p> <p><i>Suppose you get a new pen-pal friend from magazine or website online, individually write your email. Write it at 150 – 200 words.</i></p> <p>Description:</p> <p>This task is free-guided task in which the learners work individually with the text.</p>
C. Reinforcement	
6. Homework	
Task 29	<p>Instruction:</p> <p><i>Find a song entitled "Introducing Me" by Nick Jonas. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize how the singer introduces himself. Share the answers with your friends.</i></p>

	<p>Description:</p> <p>The task is homework. As a reinforcement, the learners will be given chance to explore the expressions of introducing in fun way by finding a song and make a summary of how the singer introduces himself.</p>
Task 30	<p>Instruction:</p> <p><i>Individually, write an e-mail at about 150 – 200 words based on the following situation. Don't forget to ask your classmates to give you feedback to revise your email. Put your revised drafts in your class wall magazine.</i></p> <p>Description:</p> <p>This is a homework for the learners. As a reinforcement, the learners will be given chance to write an e-mail at about 150 – 200 words based on the situation given.</p>
7. Let's Check Your Competence	
Task 31	<p>Instruction:</p> <p><i>Listen to the recording and then complete the following short dialogues. After that, act it out with your partner.</i></p> <p>Description:</p> <p>This is a spoken cycle-evaluation task. Learners are asked to listen to the recording, complete the short dialogues, and act it out. This evaluation task is aimed at helping learners to recall and check their understanding of what they have learnt in listening-speaking section.</p>
Task 32	<p>Instruction:</p> <p><i>Read the email below and then answer the questions that follow.</i></p> <p>Description:</p> <p>This is a written cycle-evaluation task. Learners are asked to read the email and then answer the questions that follow. This evaluation task is aimed at helping learners to recall and check their understanding of what they have learnt in reading-writing section.</p>

### Task Descriptions of Unit 2

<b>UNIT 2. Congratulations! You've done a great job.</b>	
This unit encourages the learners to learn to congratulate and compliment others.	
(Speaking and Listening section)	
A. Introduction	
1. Orientation	
Task 1	<p>Instruction:</p> <p><i>Study the learning objectives below.</i></p> <p>Description:</p> <p>This task is the first stage of the Inquiry. Learners are asked to study the learning objectives of listening and speaking section. This task is aimed at encouraging the learners to solve the problems from the beginning of the learning process.</p>
2. Formulating problems and proposing hypotheses	

Task 2	<p>Instruction: <i>Referring to the objectives above, make relevant questions. Examples are provided for you.</i></p> <p>Description: In these tasks, learners are asked to make relevant questions and propose temporary answers of the questions based on their current knowledge. These tasks are aimed at stimulating learners' exploration to make relevant questions and propose possible answers of the questions.</p>
3. Warm-up	
Task 3	<p>Instruction: <i>Listen to the recording and then number the pictures based on the words you hear.</i></p> <p>Description: This task leads the learners to have background knowledge about the scope of the unit topics. By numbering the pictures based on the words they hear, it is expected that the learners will have view about what they will learn.</p>
Task 4	<p>Instruction: <i>Study the pictures and answer the questions orally.</i></p> <p>Description: This task also leads the learners to have background knowledge about the scope of the unit topics. By studying the pictures and answer the questions orally, it is expected that the learners will have view about what they will learn.</p>
B. Main lesson	
4. Let's Act	
Task 5	<p>Instruction: <i>Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.</i></p> <p>Description: This tasks is aimed at giving a clearer concept about the topic of the unit: congratulating and complimenting others. This tasks is also aimed at giving learners chance to recall the adjective vocabulary as the modalities to learn the unit.</p>
Task 6	<p>Instruction: <i>In pairs, listen to the dialogue and then state whether the statements below are TRUE or FALSE. Correct the false statement. Before listening to the dialogue, read the statements first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class. Number one has been done for you.</i></p> <p>Description: In this task, the learners are given chance to check their understanding about text to congratulate and compliment others. They are asked to listen to the recording and the learners will have to state whether the statements are TRUE or FALSE and correct the</p>

	<p>false statement. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 7	<p><b>Instruction:</b>  <i>Listen to the dialogue in Task 6 and in groups of three answer the questions below. Before listening to the dialogue, read the questions first and then jot down the important information. After that, report your answers to the class. Number one has been done for you.</i></p> <p><b>Description:</b>          In this task, the learners will have to listen to the dialogue and the answer questions. This task leads the learners to grasp the expressions which are used to congratulate and compliment others. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 8	<p><b>Instruction:</b>  <i>Referring to the dialogue in Task 6, in pairs answer the questions below. Share your answers with your friends.</i></p> <p><b>Description:</b>          In this task, the learners answer the questions related to the dialogue. It is expected that the learners will have deeper understanding about the social function of text to congratulate and compliment others. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 9	<p><b>Instruction:</b>  <i>Study the table of expressions to compliment and congratulate below.</i></p> <p><b>Description:</b>          In this task the learners will be given chances to learn more deeply about the expressions to congratulate and compliment others. This covers the formulas and the examples of the expressions. It is expected that the learners will have deeper understanding about the expressions. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 10	<p><b>Instruction:</b>  <i>In the dialogue in Task 6, you will find the expressions: congratulations on winning the competition and I like your bag. Change the expressions into the other kinds of expression by using the formulas in Task 9. After that, report the answers to the class..</i></p> <p><b>Description:</b>          In this task, learners are asked to change the expressions into the other kinds of expression by using the formulas in Task 9. It is expected that the learners will have deeper understanding about the formulas of expressions to congratulate and compliment others. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 11	<p><b>Instruction:</b>  <i>In pairs, rearrange the following jumbled words into the correct sentences. After that, read it aloud. Number one has been done for you.</i></p>

	<p>Description:</p> <p>In this task, learners are asked to rearrange the jumbled words into the correct sentences. It is expected that the learners will have deeper understanding about the formulas of expressions to congratulate and compliment others. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 12	<p>Instruction:</p> <p><i>Match the following expressions with their responses on the right.</i></p> <p>Description:</p> <p>In this task, the learners will have to match the expressions with their responses. This is to lead the learners to grasp more expressions. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 13	<p>Instruction:</p> <p><i>Read the expressions in Task 12 once again. Say those expressions with the correct pronunciation. Listen and repeat after your teacher.</i></p> <p>Description:</p> <p>Through this task, learners are encouraged to say the expressions with the correct pronunciation. This task is aimed at guiding the learners to drill the pronunciation of the expressions. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 14	<p>Instruction:</p> <p><i>In pairs, listen to the dialogue, fill in the blank spaces with the suitable expressions below, and act it out. Before listening to the dialogue, read the transcript first and then jot down the main point.. Share the answers with your friends.</i></p> <p>Description:</p> <p>After the learners learn the expressions, they are encouraged to listen to the dialogue, fill in the blank spaces with the suitable expressions, and then act it out with their friends. This task gives a chance to learners to use and practice the expressions the learners have learnt before. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 15	<p>Instruction:</p> <p><i>Read the dialogue in Task 14 and then classify the expressions into the expressions of complimenting and congratulating and the responses. Then, report your answers to the class.</i></p> <p>Description:</p> <p>This task leads the learners to recall the expressions they have learnt before by classifying the expressions into the expressions of congratulating, complimenting, and the responses. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
5. Let's Do More	
Task 16	<p>Instruction:</p> <p><i>Complete the dialogues orally.</i></p>

	<p>Description:</p> <p>This task belongs to creating stage in which the learners should work independently. This task is semi-guided task, learners are asked to ask to complete the dialogues provided orally using the expressions they have learnt before.</p>
Task 17	<p>Instruction:</p> <p><i>Works in groups of two or three, have a short conversation based on the following situations.</i></p> <p>Description:</p> <p>This task is free-guided task in which the learners work in groups of two or three and have a conversation based on the situations given.</p>
(Reading and writing section)	
A. Introduction	
1. Orientation	
Task 18	<p>Instruction:</p> <p><i>Study the learning objectives below.</i></p> <p>Description:</p> <p>In this first stage of Inquiry steps, learners are asked to study the learning objectives of reading and writing section. This task is aimed at encouraging the learners to solve the problems from the beginning of the learning process.</p>
Task 19	<p>Instruction:</p> <p><i>Referring to the objectives above, make relevant questions. Examples are provided for you.</i></p> <p>Description:</p> <p>In these tasks, learners are asked to make relevant questions and propose temporary answers of the questions based on their current knowledge. These tasks are aimed at stimulating learners' exploration to make relevant questions and propose possible answers of the questions.</p>
B. Main lesson	
4. Let's Act	
Task 20	<p>Instruction:</p> <p><i>Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.</i></p> <p>Description:</p> <p>This tasks is aimed at giving a clearer concept about the topic of the unit: congratulating and complimenting others. This tasks is also aimed at giving learners chance to recall the adjective vocabulary as the modalities to learn the unit.</p>
Task 21	<p>Instruction:</p> <p><i>Read the cards below, then in pairs, state whether the statements below are TRUE or FALSE. Correct the false statements. Compare your answers with your friends' answers and report the answers to the class. Number one has been done for you.</i></p>

	<p>Description:</p> <p>In this task, the learners are given chance to check their understanding about expressions of congratulating and complimenting which are presented in the form of congratulating and complimenting cards. They are asked to read the cards and the learners will have to state whether the statements are TRUE or FALSE and correct the false statements. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 22	<p>Instruction:</p> <p><i>Read the cards in Task 21, in groups of three, answer the following questions. Share the answers with the class.</i></p> <p>Description:</p> <p>In this task, the learners answer the questions related to the text. It is expected that the learners will have deeper understanding about the social function of text to congratulate and compliment others. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 23	<p>Instruction:</p> <p><i>In pairs, complete the following messages with the suitable words, phrase, or expression. After that, read aloud the complete messages and display your answers in your class wall magazine.</i></p> <p>Description:</p> <p>After the learners learn the expressions in the text, they are encouraged to complete the cards with the suitable words, phrase, or expression. This task gives a chance for the learners to use the expressions the learners have learnt before. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 24	<p>Instruction:</p> <p><i>Read the messages in Task 23, suppose you are the one who get the messages above what will you say?</i></p> <p>Description:</p> <p>After the learners learn the expressions in the text, they are encouraged to complete the responses. This task gives a chance for the learners to use the expressions of how to respond to others' congratulating or complimenting that the learners have learnt before. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
5. Let's Do More	
Task 25	<p>Instruction:</p> <p><i>In groups of three or four, study the pictures and then discuss what you can see in the pictures to make appropriate congratulating and complementing cards. Look at the example in picture number 1.</i></p> <p>Description:</p>

	This task belongs to creating stage in which the learners should work independently. This task is semi-guided task, learners are asked to complete the cards based on the pictures and words provided.
Task 26	<p>Instruction:  <i>Individually, write congratulating and complementing cards based on the following situations. You can choose three situations.</i></p> <p>Description:  This task is free-guided task in which the learners work individually with the text.</p>
C. Reinforcement	
6. Homework	
Task 27	<p>Instruction:  <i>Find a song entitled “What Makes You Beautiful” by One Direction. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize how and why the singers compliment someone and present it in front of the class.</i></p> <p>Description:  The task is homework. As a reinforcement, the learners will be given chance to explore the expressions to congratulate and compliment others in fun way by finding a song and make a summary of how the singer compliments someone.</p>
Task 28	<p>Instruction:  <i>Study the pictures. Suppose you are a fan, friend, or family of the people in the pictures, write cards for them. After that, ask your classmates to give you feedback to revise your letter. Put your revised drafts in your class wall magazine.</i></p> <p>Description:  This is a homework for the learners. As a reinforcement, the learners will be given chance to write cards based on the pictures given.</p>
7. Let's Check Your Competence	
Task 29	<p>Instruction:  <i>Listen to the recording and then complete the following short dialogues. After that, act it out with your partner.</i></p> <p>Description:  This is a spoken cycle-evaluation task. Learners are asked to listen to the recording, complete the short dialogues, and act it out. This evaluation task is aimed at helping learners to recall and check their understanding of what they have learnt in listening-speaking section.</p>
Task 30	<p>Instruction:  <i>Read the card and then answer the questions that follows.</i></p> <p>Description:  This is a written cycle-evaluation task. Learners are asked to read the cards and then answer the questions that follow. This evaluation task is aimed at helping learners to recall and check their understanding of what they have learnt in reading-writing section.</p>



### Task Descriptions of Unit 3

<b>UNIT 3. Can You Describe Them?</b>	
This unit encourages the learners to learn to write descriptive texts.	
(Speaking and Listening section)	
A. Introduction	
1. Orientation	
Task 1	<p>Instruction: <i>Study the learning objectives below.</i></p> <p>Description: This task is the first stage of the Inquiry. Learners are asked to study the learning objectives of listening and speaking section. This task is aimed at encouraging the learners to solve the problems from the beginning of the learning process.</p>
2. Formulating problems and proposing hypotheses	
Task 2	<p>Instruction: <i>Referring to the objectives above, make relevant questions. Examples are provided for you.</i></p> <p>Description: In these tasks, learners are asked to make relevant questions and propose temporary answers of the questions based on their current knowledge. These tasks are aimed at stimulating learners' exploration to make relevant questions and propose possible answers of the questions.</p>
3. Warm-up	
Task 3	<p>Instruction: <i>Study the following pictures of famous people. Do you recognize them? In pairs, write down their names on spaces below the pictures.</i></p> <p>Description: This task leads the learners to have background knowledge about the scope of the unit topics. By writing down the names of each famous inspirational people, it is expected that the learners will have view about what they will learn.</p>
Task 4	<p>Instruction: <i>Listen to the recording and then number the pictures based on the descriptions you hear.</i></p> <p>Description: This task also leads the learners to have background knowledge about the scope of the unit topics. By listening to the recording and then number the pictures based on the descriptions they hear, it is expected that the learners will have view about what they will learn before going to the main lesson.</p>
Task 5	<p>Instruction: <i>Look at the pictures in Task 3 and then answer the following questions. The words in the box may help you.</i></p>

	<p><b>Description:</b> This task does not only lead the learners to have background knowledge about the scope of the unit topics but also give adjective vocabulary as the modalities for the learners to learn the unit. By answering the questions given, it is expected that the learners will have view about what they will learn.</p>
<b>B. Main lesson</b>	
<b>4. Let's Act</b>	
<b>Task 6</b>	<p><b>Instruction:</b> <i>Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.</i></p> <p><b>Description:</b> This tasks is aimed at giving a clearer concept about the topic of the unit: the description of famous people. This tasks is also aimed at giving learners chance to recall the adjective vocabulary as the modalities to learn the unit.</p>
<b>Task 7</b>	<p><b>Instruction:</b> <i>In pairs, listen to the monologue and then fill in the blank spaces. After that, answer the following questions. Before listening to the monologue, read the transcript and the questions first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class.</i></p> <p><b>Description:</b> In this task, the learners are given chance to check their understanding about descriptive text. They are asked to listen to the monologue, fill in the blank spaces, and answer the questions that follow. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
<b>Task 8</b>	<p><b>Instruction:</b> <i>Read the descriptive text in Task 7 and in pairs answer the questions below. You can explore dictionary, internet, or other sources. Share your answers with your friends.</i></p> <p><b>Description:</b> In this task, the learners answer the questions related to the text. It is expected that the learners will have deeper understanding about the social function of the descriptive text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
<b>Task 9</b>	<p><b>Instruction:</b> <i>In pairs, listen to the recording, and then arrange the jumbled paragraphs into a good text. Share your answers with your friends. After that, read the text aloud with the correct pronunciation.</i></p> <p><b>Description:</b> By listening to the recording, and then arrange the jumbled paragraphs into a good text, it is expected that the learners will have understanding towards structure of descriptive text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>

Task 10	<p>Instruction: <i>In pairs, listen to the recording. Check (✓) the answers. Before listening to the recording, read the questions first and then jot down the important information. Share your answers with the class.</i></p> <p>Description: By listening to the recording, and then check the answers, it is expected that the learners will have more understanding towards parts and structure of descriptive text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
5. Let's Do More	
Task 11	<p>Instruction: <i>In pairs, ask three of your classmates to describe the physical appearance and personalities of their idols. Then, record them in this table.</i></p> <p>Description: This task belongs to creating stage in which the learners should work independently. This task is semi-guided task, learners are asked to ask three of their classmates about the physical appearance and personalities of their idols.</p>
Task 12	<p>Instruction: <i>Guess who she/he is ... Make a group consist of three to four people. Make a description about one person (a famous person who can be a good example to the young generations). Make it at 150 – 200 words. Other group will guess who she/he is. The winner is the group which collects most points.</i></p> <p>Description: This task is free-guided task in which the learners work in groups of three or four people and make a description about one person (a famous person who can be a good example to the young generations).</p>
(Reading and writing section)	
A. Introduction	
1. Orientation	
Task 13	<p>Instruction: <i>Study the learning objectives below.</i></p> <p>Description: In this first stage of Inquiry steps, learners are asked to study the learning objectives of reading and writing section. This task is aimed at encouraging the learners to solve the problems from the beginning of the learning process.</p>
Task 14	<p>Instruction: <i>Referring to the objectives above, make relevant questions. Examples are provided for you.</i></p> <p>Description:</p>

	In these tasks, learners are asked to make relevant questions and propose temporary answers of the questions based on their current knowledge. These tasks are aimed at stimulating learners' exploration to make relevant questions and propose possible answers of the questions.
B. Main lesson	
4. Let's Act	
Task 15	<p>Instruction:</p> <p><i>Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.</i></p> <p>Description:</p> <p>This task is aimed at giving a clearer concept about the topic of the unit: the description of famous people. This task is also aimed at giving learners chance to recall the adjective vocabulary as the modalities to learn the unit.</p>
Task 16	<p>Instruction:</p> <p><i>Read the text and then, in pairs complete the following table based on text. Look at the example. Compare your answers with your friends' answers and then report the answers to the class.</i></p> <p>Description:</p> <p>In this task, the learners are given chance to check their understanding about descriptive text. They are asked to read the text and then, in pairs complete the following table based on text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 17	<p>Instruction:</p> <p><i>Study the following explanation.</i></p> <p>Description:</p> <p>In this task the learners will be given chances to learn more deeply about descriptive text. This covers the social function of descriptive text and the examples of the words which can be used to describe somebody's physical appearance and characters. It is expected that the learners will have deeper understanding about descriptive text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 18	<p>Instruction:</p> <p><i>Study the pictures. Choose and circle the right expressions in bold. After that, read it aloud.</i></p> <p>Description:</p> <p>As the task before has explained the examples of the words which can be used to describe somebody's physical appearance and characters, in this task the learners are given some brief examples of descriptive paragraph. They will have to study the pictures, choose and circle the right expressions in bold.</p>
Task 19	<p>Instruction:</p> <p><i>Study the following explanation.</i></p>

	<p>Description:</p> <p>In this task the learners will be given chances to learn the explanation of simple present. This covers the formulas of simple present tense, the examples and the uses. It is expected that the students will grasp the concept of Simple Present Tense in an introducing text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 20	<p>Instruction:</p> <p><i>In pairs, underline the verbs in the text. After that read it aloud and then display your answers in the class wall magazine.</i></p> <p>Description:</p> <p>After the learners learn the theory about simple present tense, they are encouraged to identify the verbs exist in the text. They have to underline the verbs. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 21	<p>Instruction:</p> <p><i>In pairs, change the verbs into the correct forms of Simple Present Tense. Read it aloud and then display your result in the class wall magazine.</i></p> <p>Description:</p> <p>In this task, learners are asked to change the verbs into the correct forms of Simple Present Tense. It is expected that the learners will have deeper understanding about the use of V1 in descriptive text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
Task 22	<p>Instruction:</p> <p><i>Study the following explanation and then in groups of three, identify and compare the generic structure of the following texts by filling in the table. Display your answers in the class wall magazine.</i></p> <p>Description:</p> <p>By studying the explanation about the generic structure of descriptive text, in this task the learners are given two passages of descriptive text. They will have to identify and compare the generic structure of the two texts. It is expected that the learners will have deeper understanding towards parts of descriptive text. By doing this task, learners are collecting and analyzing data. They are also asked to share their findings to their friends.</p>
5. Let's Do More	
Task 23	<p>Instruction:</p> <p><i>Study the pictures. Find the description and the personality of the figure of people below. You may work in groups of three and explore dictionary, internet, and other sources to make appropriate description text. Look at the example in picture number 1.</i></p> <p>Description:</p> <p>This task belongs to creating stage in which the learners should work independently. This task is semi-guided task, learners are asked to find the personality of the figure of people in the provided pictures and then make description texts about them.</p>

Task 24	<p>Instruction:  <i>Find a picture of a famous person who inspires you and attach it on your workbook. Then, give a detail description about him/or her. Write it at 150 – 200 words. Ask your classmates to give you feedback to revise your descriptions. Put your revised drafts in the class wall magazine.</i></p> <p>Description:  This task is free-guided task in which the learners work individually with the text.</p>
C. Reinforcement	
6. Homework	
Task 25	<p>Instruction:  <i>Find a song entitled “Just the Way You are” by Bruno Mars. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize the way the singer describes someone and present it in front of the class.</i></p> <p>Description:  The task is homework. As a reinforcement, the learners will be given chance to explore the expressions to congratulate and compliment others in fun way by finding a song and make a summary of how the singer describes someone.</p>
Task 26	<p>Instruction:  <i>Work in pairs. Write down a description of a famous person who inspires you. Let your classmate guess who he or she is. After that, display your work in the class wall magazine.</i></p> <p>Description:  This is a homework for the learners. As a reinforcement, the learners will be given chance to write a description of a famous person who inspires them.</p>
7. Let's Check Your Competence	
Task 27	<p>Instruction:  <i>Listen to the recording and then complete the following table. After that, say the descriptions with the correct pronunciation.</i></p> <p>Description:  This is a spoken cycle-evaluation task. Learners are asked to listen to the recording, complete the table and say the descriptions with the correct pronunciation. This evaluation task is aimed at helping learners to recall and check their understanding of what they have learnt in listening-speaking section.</p>
Task 28	<p>Instruction:  <i>Read the texts and complete the table that follow by rewriting the answers down.</i></p> <p>Description:  This is a written cycle-evaluation task. Learners are asked to read the text and complete the table that follow by rewriting the answers down. This evaluation task is aimed at helping learners to recall and check their understanding of what they have learnt in reading-writing section.</p>

# **APPENDIX F**

## **THE FIRST DRAFT OF THE MATERIALS**

# UNIT 1

## IT'S NICE TO MEET YOU



Source: [www.jabattangan.kaskus.co.id](http://www.jabattangan.kaskus.co.id)

**At school and in your daily life, you meet new people and you need to introduce yourself to them and also possibly introduce your friends to others. You also need to ask and respond to others who introduce themselves to you. What do you say when you meet somebody for the first time? Do you know how to introduce yourself or somebody to others in English?**

**Do you like reading and writing? Have you ever read or written a text to your new friend? Can you read and write such texts effectively? You can learn about those in this unit.**





## 1. Listen and Speak

### Orientation

#### TASK 1

Study the learning objectives below.

In this section, you will learn:

- ✓ **Listening:**
  - Responding to somebody who introduces himself/herself to you.
- ✓ **Speaking:**
  - Introducing you and others.

### Formulating problems & proposing hypotheses

#### TASK 2

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What are expressions of how to introduce yourself and others?
2. What are expressions of how to ask others about them?
3. What are expressions of how to tell others about yourself?
4. What are words that you use in introducing yourself and others?
5. How do you pronounce words in introducing yourself and others?
6. What is the social purpose of text to introduce somebody?
7. What is the generic structure of text to introduce somebody?
8. What are steps in introducing yourself?
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.
7.
8.

### TASK 3

Listen to the recording and then number the pictures based on the words you hear.

1



Source: [www.karinaaprilia.blogspot.com](http://www.karinaaprilia.blogspot.com)

☐☐

2



source: [www.karinaaprilia.blogspot.com](http://www.karinaaprilia.blogspot.com)

3



Source: [www.pricess-chocolates.com](http://www.pricess-chocolates.com)

☐☐

4



Source: [www.jabattangankaskus.co.id](http://www.jabattangankaskus.co.id)

## TASK 4

Study the pictures and answer the questions orally.

1



Source: [www.jabatlintaspomosda.blogspot.com](http://www.jabatlintaspomosda.blogspot.com)

2



Source: [www.zukapersona.wordpress.com](http://www.zukapersona.wordpress.com)

### Questions:

1. What are they doing in picture number 1 and number 2?
2. In picture number 1, how do they greet each other?
3. In picture number 2, how do they greet each other?
4. Do you think they know each other?
5. What will you say when you meet someone you want to introduce yourself to?
6. Will you ask his/her name?
7. Is it alright to ask his/her age or religion? Why/why not?
8. What kinds of information you want to ask?
9. How do you introduce yourself?

## LET'S ACT

Collecting data, testing the hypotheses, & formulating conclusions

### TASK 5

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

address /ə'dres/ (n)	menyukai
to have /tu: həv/ (v)	tinggal
hobby /'hɒbi/ (n)	pekerjaan
to like /tu: laɪk/ (v)	asal
to meet /tu: mi:t/ (v)	memiliki
to live /tu: lɪv/ (v)	kegemaran
origin /'ɒrɪdʒɪn/ (n)	bertemu
pleased /pli:zd/ (adj)	membaca
profession /prə'feʃn/ (n)	senang
to read /tu: ri:d/ (v)	alamat



## TASK 6

In pairs, listen to the dialogue and then state whether the statements below are TRUE or FALSE. Correct the false statement. Before listening to the dialogue, read the statements first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class. Number one has been done for you.

classmate /kla:smert/	: teman sekelas
introduce /,intrə'dju:s/	: memperkenalkan
live /lɪv/	: tinggal
prefer /prɪ'fɜ:(r)/	: lebih suka
student /'stju:dnt/	: murid/siswa

No	Statements	TRUE	FALSE	Corrections
1.	The speakers are new students of junior high school.		√	The speakers are new students of senior high school.
2.	The speakers have already known each other since the students orientation course.			
3.	Asep was Markus's classmate.			
4.	Asep, Ayu, and Markus are in the different class.			
5.	Asep comes from Java.			
6.	Ayu and Markus are living in the same neighbourhood.			
7.	Ayu and Markus have the same hobbies.			
8.	Markus likes reading manga.			

## TASK 7

Listen to the dialogue in Task 6 and in groups of three answer the questions below. Before listening to the dialogue, read the questions first and then jot down the important information. After that, report your answers to the class. Number one has been done for you.

1. Why does Asep says *good morning*?  
*He wants to greet somebody.*
2. What is Asep's intention when he says *his name is Asep*?  
\_\_\_\_\_
3. Explain what is meant by the expression *I'd like you to meet Markus* said by Ayu to Asep?  
\_\_\_\_\_
4. Why does Asep says *nice to meet you* to Markus?  
\_\_\_\_\_
5. What is the meaning of Markus's expression when he asks *where are you from* Asep?  
\_\_\_\_\_
6. *I am from Cilacap*. What does this expression mean?  
\_\_\_\_\_
7. What is the meaning of Asep's expression when he asks *where do you stay* to Markus?  
\_\_\_\_\_
8. Why does Markus say that *he lives at Kadipiro, Kasihan, Bantul*?  
\_\_\_\_\_
9. Explain what is meant by the expression *do you like Agatha Christie novel* said by Asep to Ayu?  
\_\_\_\_\_
10. *Markus prefers reading manga to novel*. What does this expression mean?  
\_\_\_\_\_

## TASK 8

Referring to the dialogue in Task 6, in pairs answer the questions below. Share your answers with your friends.

1. Why does Asep ask Ayu whether she is also a new student or not?
2. Why does Ayu want Asep to meet Markus?
3. What expression does Ayu use to introduce Markus to Asep?
4. What expression does Markus use to ask Markus's origin?
5. How does Asep tell about his origin, address, and hobby?

## TASK 9

Study the following explanation about Simple Present Tense.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

	Verbal sentence	Nominal sentence
<b>Statement</b>	I/we/you/they + V1 + O/adj/adv he/she/it + V1 + -s/-es + O/adj/adv	Subject + be (am,is,are) + adj,adv,noun
<b>Question</b>	Wh questions + do/does/did/+ S + V1	Wh questions + be (is,am,are) + O
<b>Examples in sentences:</b>	In Task 6, you hear: Q: Where <u>do</u> you <u>live</u> ? A: Ayu and I <u>live</u> in Kadipiro, Kasihan, Bantul.	In Task 6, you hear: Q: Where <u>are</u> you from Asep? A: I <u>am</u> from Cilacap.



## TASK 10

In pairs, listen to the dialogue carefully. Before listening to the dialogue, read the transcript first. There are twelve differences between what you hear and what you read. Underline and correct them. Act it out with your friends.

playing /pleɪ/	: bermain
listening /ˈlɪsnɪ/	: mendengarkan
travelling /ˈtrævəlɪ/	: berpergian
climbing /ˈklaɪmɪ/	: mendaki

**Situation:** Today is the first day of lesson for freshman in grade X. Nugroho introduces himself to his new friends.

- Nugroho : Hi, my name miss Nugroho. What's your name?
- Marini : I Marini. Pleased to meet you.
- Nugroho : Pleased to meet you too. By the way, where do you come from, Marini?
- Marini : I com from Padang. What about you?
- Nugroho : I am from Yogyakarta. I just moved here last week.
- Marini : Really? Then, where do you live now?
- Nugroho : I life on jalan Merdeka.
- Marini : Oh, jalan Merdeka is near a course which I lern playing violin. My hobbies air playing violin and listening to music. What is your hobby, Nugroho?
- Nugroho : My hobby ar travelling.
- Marini : So, you like travelling? Ni Ida laughs travelling too.
- Marini : Ni ida, this is Nugroho. His hobby is travelling like you.
- Ni ida : Oh, really? Hi, Nugroho. Nice to meet you.
- Nugroho : Nice to meet you too.
- Ni ida : Have you ever been to Mount Bromo? I plain to go there with my family next week. Want to join us? You can infite your family too.
- Nugroho : Wow, that sounds great. I had one brother and his hobby is climbing mountain. He joint pecinta alam in his campus. My family loves travelling. They will like it.
- Ni ida : Good then. We can go together.
- Nugroho : Ok, thanks Ni ida.
- Ni Ida : You're welcome.



## TASK 11

Read the explanation in Task 9, and then in groups of three, study the following sentences and find the differences by classifying the answers on the table below. After that, share the answers with the class.

1. My name is Nugroho.
2. What is your name?
3. I am Marini.
4. Where do you live?
5. I live on jalan Merdeka.
6. My hobbies are playing violin and listening to music.
7. Ni Ida loves travelling.
8. They will like it.

What are the differences?  
Can you find them?

No	Statements			Questions		
	S	V1/is, am, are	o/adj/adv/noun	Wh questions	do/does/did/+ S + V	be (is,am,are) + Object
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

## TASK 12

Match the following expressions with their responses on the right.

Introducing, asking information

Responses

Good morning. May I know your name?

I live in Banjarbaru.

Where do you come from?

Hi Asep, nice to meet you.

Where do you live?

Good morning. My name is Ayu.

What are your hobbies?

I come from Banjarmasin.

Do you have any brother or sisters?

I have two brothers and no sister.

Ayu, I'd like you to meet Markus.

My hobbies are watching movies and swimming.

### TASK 13

Read the expressions in Task 12 once again. Say those expressions with the correct pronunciation. Listen and repeat after your teacher.

### TASK 14

Study the list of expressions below.

#### List of expressions

##### Introducing oneself

- First let me introduce myself.
- My name is ....
- Allow me to introduce my self.
- I'm ...
- Excuse me my name is ...
- How do you do? My name is ....
- Hi! I'm ...
- Hello! My name is ...
- Good morning. My name's ...

##### Introducing others

- I would like to introduce you to ....
- Let me introduce you to ...
- This ...

		<ul style="list-style-type: none"> <li>• Allow me to introduce ....</li> <li>• I'd like you to meet ...</li> <li>• Do you know ...</li> <li>• Oh look, here is Mark.</li> <li>• Mark–Maria, Maria–Mark</li> </ul>
<b>Asking information</b>	Name	<ul style="list-style-type: none"> <li>• What's your name?</li> </ul> <p>(full/nick) name?</p> <p>(first/middle/last) name?</p> <p>May I know your name?</p> <p>Could you tell me your name?</p>
	Origin	<ul style="list-style-type: none"> <li>• Where are you from?</li> </ul> <p>Where do you come from?</p>
	Adress	<ul style="list-style-type: none"> <li>• What is your adress?</li> </ul> <p>Where do you live?</p> <p>Where do you stay?</p>
	Job/ profession/ occupation	<ul style="list-style-type: none"> <li>• What are you?</li> </ul> <p>What do you do?</p> <p>What are your parents' job?</p> <p>Where do your parents work?</p>
	Hobby	<ul style="list-style-type: none"> <li>• What is your hobby?</li> </ul> <p>What are your hobbies?</p>
	Family	<ul style="list-style-type: none"> <li>• Do you have any brothers or sisters?</li> </ul> <p>How many brothers and sisters do you have?</p>
<b>Responses</b>	Name	<ul style="list-style-type: none"> <li>• My name is ...</li> </ul> <p>My (full/nick) name is ...</p> <p>My (first/middle/last) name is ...</p> <p>Sure. My name is ...</p>
	Origin	<ul style="list-style-type: none"> <li>• I am from ...</li> </ul> <p>I come from ...</p>
	Adress	<ul style="list-style-type: none"> <li>• My address is jalan Imam Bonjol 14<sup>th</sup> Yogyakarta</li> </ul>

<b>Responses</b>		I live in ... (name of city)
		I live on ... (name of street)
	Job/ profession/ occupation	I live at ... (complete)
		• I study at ...
		I go to SMA ...
	Hobby	My parents work at ...
		My parents' job are ...
		• My hobby is ...
	Family	My hobbies are ...
		• Yes, I do.
		I have two brothers and no sister.
		No, I don't.

## TASK 15

Listen to the dialogue, fill in the blank spaces with the suitable expressions below. Then, act it out with your friends. Before listening to the dialogue, read the transcript first and then jot down the important point.

- Ni Ida : Hi. Are you also a new member of this school magazine club?
- Titis : Yes, I am new member too. I am Titis from X A. (1) \_\_\_\_\_?
- Ni Ida : (2) \_\_\_\_\_ from X B. Nice to see you.
- Titis : (3) \_\_\_\_\_. By the way, where do you come from Ni Ida?
- Ni Ida : (4) \_\_\_\_\_ but I have been living here in Bandung since I was in elementary school.
- Titis : Wow, Bali is so far from here.
- Ni Ida : Yeah, I guess you are from Bandung right, Titis? (5) \_\_\_\_\_?
- Titis : Yeah, I am. I live at Braga Street, Bandung Kulon.
- Ni Ida : That's not far from my district. (6) \_\_\_\_\_. You can visit my house later.
- Titis : I'd love to. Thanks Ni Ida. Joining this club, you like writing right, Ni Ida?
- Ni Ida : That's right. That is my hobby. How about you? (7) \_\_\_\_\_?

Titis : (8) \_\_\_\_\_ actually. I join this club to improve my writing ability and get new friends because it is so quiet at home.



Source: [www.gudanggrosirparfum.com](http://www.gudanggrosirparfum.com)

Ni Ida : How about your family? Why do you feel lonely at home?

Titis : My parents are doctors so they are rarely at home, while  
(9)\_\_\_\_\_. How about you Ni Ida?  
(10)\_\_\_\_\_?

Ni Ida : Yeah, I have one sister and no brother. She is two years younger than me.  
That's why she and I are very close.

Titis : Wow that sounds nice.

**I live in Bandung Wetan**

**I come from Bali**

**I am Ni ida**

**my hobbies are singing and listening to music**

**where do you live?**

**do you have any brothers or sisters?**

**what is your hobby Marini?**

**nice to meet you too**

**I don't have any brothers or sisters**

**what's your name?**

## TASK 16

Read the dialogue in Task 15 and then classify the expressions into the expressions of introducing, asking and responding to others who introduce themselves. Then, report your answers to the class.

Introducing	Asking information	Responses

## TASK 17

Study the following explanation and then in groups of three, identify and compare the generic structure of the following dialogues. Share your answer with the class.

### Introducing yourself or others

There are some things to do that are likely happening when you want to introduce yourself to others or introduce your friend to others. They are:

1. Greeting

Greet somebody you want to introduce yourself to. In the United States for instance, it's also a common thing to offer a handshake when meet a new person.

2. Introducing

Exchange names. Introduce yourself by telling your name. Immediately, after you've stated your name, ask for the other person's name.

3. Revealing a little bit of your background

It depends on the context of the conversation, but start off by telling another person something about yourself. You might start off with where you're from and what do you do. Telling someone those things may lead to many conversation topics such as: your hobby, your family, etc.

4. Closing/parting

After you've met someone for the first time, you can end the conversation by restated that you enjoyed meeting them, saying thanks and good bye.

### Dialogue 1

Asep: Hello.

Arya: Hi.

Asep : I am a new member of this football club. Are you a new member too?

Arya: Oh you are one of the new members. No, actually I have been one year with this club.

Asep: Oh, so you are in grade eleventh right?

Arya: Yes, I am.

Asep: By the way, my name is Asep. I am a new student of grade X.

Arya: I am Arya. Do you like football Asep?

Asep: Yeah, I like football very much. What about you? Besides football, what is your hobby?

Arya: My hobbies are playing football and singing. I am a vocalist of rock band.

Asep: Wow, that's cool.

Arya: Thank you.

### Dialogue 2

Cut: Good afternoon.

Ida: Good afternoon.

Cut: My name is Cut. You are my classmate in X C, right?

Ida: Yeah, you are right. I am Ida. Nice to meet you.

Cut: Nice to meet you too. Anyway, why don't you go home?

Ida: I am waiting my brother to pick me up.

Cut: So do I. Where are you from, Ida?

Ida: I am from Karet, Bantul.

Cut: Oh, you are from Bantul. Me too.

Ida: Really? Where do you live, Cut?

Cut: I live on Jalan Wates.

Ida: Oh, I know that street. By the way, does your brother study in our school too?

Cut: No, my brother is a student of Yogyakarta State University. Both of my parents are lecturer there. How about you Ida? How many brothers and sisters do you have?

Ida: Wow, that's great. I have one sister and no brother. My sister is two years older than me. She studies here too. Oh there she is. I got to go. Good bye, cut. See you tomorrow.

Cut: Bye. See you.



**Do the dialogues have a similarity in their structures?**

	Dialogue 1	Dialogue 2
Greeting	Q:  A:	Q:  A:
Introducing	Q: (about ... )  A:  Q:  A:  Q:  A:  Q:  A:  etc.	Q: (about ... )  A:  Q:  A:  Q:  A:  Q:  A:  etc.

## LET'S DO MORE

### Creating text

#### TASK 18

In pairs, ask five of your new classmates about their names and information about them using the expressions you have learnt before. Then, complete the following table.

No	Their names	Origins	Address	Parents' profession	Hobby/hobbies	Family
1.						



2.						
3.						
4.						
5.						

## TASK 19

Works in groups of two or three. Have a conversation based on the following situations.

- You are at a students' orientation course. You do not know any one there. Try to find someone and have a talk with him/her. Introduce yourself.
- You meet a new classmate at school. Introduce yourself and ask his/her name, hometown address, and hobby.
- In the classroom, Arya, your friend, introduces you to Markus, his brother.
- You introduce yourself to a new English teacher in the classroom and he responds to your introduction.



## 2. Read and Write

### Orientation

### TASK 20

Study the learning objectives below.

In this section, you will learn:

✓ **Reading:**

- Analyzing social function, text structure, and language feature of text to introduce somebody.
- Finding a message in personal letters/email.
- Reading personal letters/email.

✓ **Writing:**

- Writing personal letters/email.

### TASK 21

#### Formulating problems & proposing hypotheses

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What are words that you use to introduce somebody and others?
2. What is the social purpose of text to introduce somebody?
3. What is verb form (tense) used in the text to introduce somebody?
4. What are expressions of how to introduce yourself and others in written form?
5. What are expressions of how to ask others about them in written form?
6. What are expressions of how to tell others about yourself in written form?
...
...

...
...

Propose temporary answers to your questions based on your current knowledge.

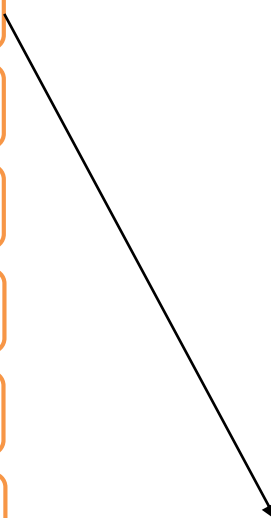
1.
2.
3.
4.
5.
6.
7.
8.

## Collecting data, testing the hypotheses, & formulating conclusions

### TASK 22

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

age /eɪdʒ/ (n)	minat
country /'kʌntri/ (n)	laki-laki
to enjoy /tu: ɪn'ʒɔɪ/ (v)	menyukai
female /'fi:meɪl/ (n)	sahabat pena
interests /'ɪntrəst/ (n)	menikmati
to love /tu: lʌv/ (v)	usia
male /meɪl/ (n)	negara



pen pal /'pen pæl/ (n)

to spend /tu: spend/ (v)

to visit /tu: 'vɪzɪt/ (v)

perempuan

mengunjungi

menghabiskan

## TASK 23

**Read the letter below and in pairs answer the questions. Compare your answers with your friends' answers and then report the answers to the class.**

Malaysia, October, 15<sup>th</sup> 2014

Dear Cut,

I hope you are doing great. I was happy to see your advertisement in the magazine under the pen-pal section. You are exactly the kind of friend I have been looking for! Your interests match mine exactly!

My name is Maria May. I am a girl. I am sixteen years old and come from Malaysia. I am the only girl in my family. I've three younger brothers. They give me much trouble sometimes! But anyway, I love them still. My father is a farmer (actually we all live on a farm) and my mom is a teacher. She teaches eleventh grade of students at the school I go to. I'm doing my tenth grade. My school is just about thirty minutes walk from home. Mom and I usually go together walking to school.

Just like you, I love reading, especially novels. I have a big collection of novels of all kinds! I am also a music lover. I spend most of my afternoon days listening to music. I've actually made a couple of songs of my own! Do you like singing as well? Travelling is one of my hobbies that I really enjoy. I've been to many places. One of the places I visited recently was India. It is a great place and I wouldn't mind living there! The people are lovely and there are many wonderful sights to see. Which places have you visited yourself?

I am so glad to add you to my pen-pal friends. I love writing letters too. I really can't wait to get a letter from you! By the way, after this semester of school, I've intentions of having holiday in Indonesia. It would certainly be nice to see you in person!

Please write and tell me about yourself and your country. I am very much looking forward to hearing from you.

Take care,

Maria May.

*Adapted from: [www.e-how.com](http://www.e-how.com)*

### Questions:

1. Who sends the letter?
2. How does Maria know about Cut?  
Is there anybody introducing Maria to Cut?
3. Does Maria want to be Cut's friend?
4. How does Maria introduce herself to Cut?  
What information does she explain?
5. Does Cut come from the same country like Maria? Clarify.
6. Does Maria have any brothers or sister? How do you know?
7. What are Maria parents' professions?
8. What is Cut's hobby that you can infer from the text?
9. How many Maria's hobby that she tells from the letter?  
Mention.
10. Will Maria meet Cut later? How do you know?



### Did You Know?

Having a penfriend or pen-pal (sometimes known as keypal if computers are used) is an excellent way for students to practice their English. This can either be done the old fashioned way by sending the letter through the post office (now known as snail mail for its slow pace) or by e-mail using the internet. Having penfriends are good for you because you can communicate with people of the same age in real situations.

*Adapted from:*

[www.thaistudents.com](http://www.thaistudents.com)

## TASK 24

**Read the letter in Task 23, in groups of three, answer the following questions. Discuss with the class.**

### Questions:

1. Why does Maria send the letter?
2. Why does Maria choose Cut as one of her pen-pals?
3. What expression does Maria use to introduce herself?
4. How does Maria tell about her family and her hobbies?
5. What expression does Maria use to ask Cut to introduce herself?

## TASK 25

Study the following explanation about Simple Present Tense. In pairs, complete the e-mail using the correct form of verbs. After that, read it aloud and then display the answers in your class wall magazine.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

	Verbal sentence	Nominal sentence
Statement	I/we/you/they + V1 + O/adj/adv he/she/it + V1 + -s/-es + O/adj/adv	Subject + be (am,is,are) + adj,adv,noun
Examples in sentences:	In Task 23, you read: - I <u>have</u> three younger brothers. - They <u>give</u> me much trouble sometimes. - My mom <u>teaches</u> students grade eleventh.	In Task 23, you read: - My name <u>is</u> Maria May. - I <u>am</u> a girl. - My mom <u>is</u> a teacher.



From: [Patrick\\_Shane@yahoo.com](mailto:Patrick_Shane@yahoo.com)

To: [AsepSetiadi\\_90@yahoo.com](mailto:AsepSetiadi_90@yahoo.com)

Hi Asep,

I ... (1. be) Shane. I found your name and email adress at Youth Online Club and you are exactly the kind of friend I have been looking for. I ... (2. live) in Melbourne, Australia. I ... (3. be) a male and I am 17 years old. I live in a house with my parents and one brother. Both of my parents ... (4. are) dentist. My brother is one year older than me. He ... (5. go) to the same school like me, Heckmondwike grammar school. My favorite part about school ... (6. be) our reading. I ... (7. love) to read especially books about comedy. I also ... (8. like) to play sports like football and basketball. When I grow up, I ... (9. want) to be a technician.

What is it like in your country? What are your hobbies? What do you ... (10. do) for fun? Please ... (11. tell) me about yourself.

I hope to hear from you soon.

Adapted from: [www.wiki-answer.com](http://www.wiki-answer.com)

## TASK 26

In pairs, complete this email with the suitable words, phrase, or expression. After that, report your work to the class.

From: [PerryChristine@yahoo.com](mailto:PerryChristine@yahoo.com)  
To : [Marini\\_zumarnis@yahoo.com](mailto:Marini_zumarnis@yahoo.com)

Hi there,

(1)\_\_\_\_\_ Christina and I found your name and email address at Teenage Pen Pals from The Youth Online Club. (2)\_\_\_\_\_ Canada and I am very interested in becoming your keypal.

(3)\_\_\_\_\_ 16 years old and in grade 10. (4)\_\_\_\_\_ hobbies. (5)\_\_\_\_\_ listening to One Direction a lot lately. I am also a big fan of comedies and (6)\_\_\_\_\_ Jim Carey. Have you ever seen his movies?

I belong to the Girl Guides and enjoy camping. I see that you are a Girl Guide too. Are you enjoying being a Girl Guide? Does your troop camp a lot?

I am looking forward to hearing from you, Marini, and becoming friends.

Adapted from: [www.youth-online.ca.com](http://www.youth-online.ca.com)

## LET'S DO MORE

### Creating text

## TASK 27

Suppose you are Arya and you are going to write an answer letter to your new pen-friend, Mark in United Kingdom. Complete the letter by answering the following questions. You may work in groups of three.

### Questions:

1. What and where is your school?
2. What grade are you?
3. How do you go to school?
4. What are your parent's occupations?
5. How many brothers and sisters do you have?
6. Where do you live?

7. Do you live in the city or country?
8. What is special from your the city or country?
9. What are your hobbies?
10. What do you like doing in your free time?
11. What do you want to be when you grow up?

Jakarta, 26<sup>th</sup>, November 2014

Dear mark,  
Hello! Thank you for your letter. It was great!

As you know, I am Arya. I will be turning 16 next month. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

There are four people in my family. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am from Indonesia. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have some hobbies. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Bye for now and write back soon!

Your pen-friend

## TASK 28

Suppose you get a new pen-pal friend from magazine or website online, individually write your email. Write it at 150 – 200 words.



# HOMEWORK

## TASK 29

Find a song entitled “Introducing Me” by Nick Jonas. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize how the singer introduces himself. Share the answers with your friends.

trust	love	cars	lives
introducing	sound	like	guitars
use	wanna	good	smile
tell	eat	see	

### Introducing Me

I'm, I'm (1) \_\_\_\_\_ at wasting time  
I think lyrics need to rhyme  
And you're not asking  
But I'm trying to grow a mustache

I (2) \_\_\_\_\_ cheese, but only on pizza,  
please  
And sometimes on a homemade quesadilla  
Otherwise it smells like feet to me  
And I, I really (3) \_\_\_\_\_ it when the moon  
looks like a toenail  
And I (4) \_\_\_\_\_ you when you say my  
name  
If you (5) \_\_\_\_\_ know  
Here it goes  
Gonna tell you this  
The part of me that'll show if you're close  
Gonna let you (6) \_\_\_\_\_ everything  
But remember that you asked for it  
I'll try to do my best to impress  
But it's easier to let you take a guess at the rest  
But you wanna hear what (7) \_\_\_\_\_ in  
my brain  
My heart, will you ask for it, for your  
perusing?  
At times confusing, possibly amusing  
Introducing me

But you wanna hear what lives in my brain

Doo doo, doo doo doo doo to  
Doo doo, doo doo doo doo to  
La la la la  
La la la la la la la, da

I never (8) \_\_\_\_\_ a dog to watch my  
food  
And I like to (9) \_\_\_\_\_ to the word  
"dude"  
As a noun, or an adverb, or an adjective  
And I've never really been into (10)  
\_\_\_\_\_  
I like really cool (11) \_\_\_\_\_ and  
superheroes  
And checks with lots of zeros on 'em  
I love the (12) \_\_\_\_\_ of violins  
And making someone (13) \_\_\_\_\_  
If you wanna know  
Here it goes  
Gonna (14) \_\_\_\_\_ you this  
The part of me that'll show if you're close  
Gonna let you see everything  
But remember that you asked for it  
I'll try to do my best to impress  
But it's easier to let you take a guess at the  
rest

But remember that you asked for it

My heart, will you ask for it, for your  
perusing?

At times confusing, possibly amusing  
(15) \_\_\_\_\_ me

Well, you probably know more than you  
ever wanted to

So be careful when you ask next time

So if you wanna know

Here it goes

Gonna tell you this

The part of me that'll show if you're close

Gonna let you see everything

I'll try to do my best to impress

But it's easier to let you take a guess at the  
rest

But you wanna hear what lives in my brain

My heart, will you ask for it, for your  
perusing?

At times confusing, hopefully amusing

Introducing me

Doo doo, doo doo doo doo to

Doo doo, doo doo doo doo to

Doo doo doo do

## TASK 30

**Individually, write an e-mail at about 150 – 200 words based on the following situation. Don't forget to ask your classmates to give you feedback to revise your email. Put your revised drafts in your class wall magazine.**

Situation: Suppose you get a scholarship to study at Australia, write an e-mail to your cousin's friend who lives and also learn at the same school you want to go. Introduce yourself and ask him/her about himself/herself and the school.

## LET'S CHECK YOUR COMPETENCE

### TASK 31

**Listen to the recording and then complete the following short dialogues. After that, act it out with your partner.**



source: [www.gogirlmagz.com](http://www.gogirlmagz.com)

1.

Hi, Arya. I am a new student here. I just moved from Bangka Belitung. Nice to meet you.

Nice to meet you too.

2.



source: [www.grazia.co.id](http://www.grazia.co.id)

I am from Cilacap but now I live on jalan Bener.

3.



source: [www.kusukakusuka.com](http://www.kusukakusuka.com)

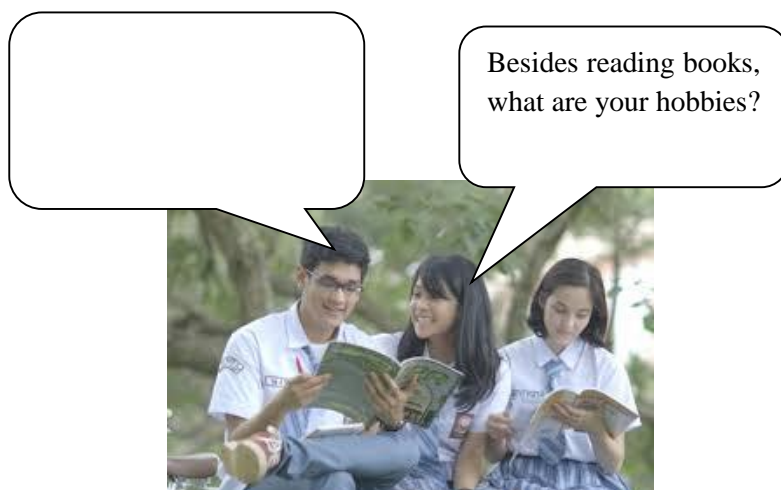
I have one older brother. He is kind. He always helps me to do my homework.

4.



source: [www.merdeka.com](http://www.merdeka.com)

5.



source: [www.muvila.com](http://www.muvila.com)

## TASK 32

Read the email below and then answer the questions that follows.

From: [johnny\\_park@yahoo.com](mailto:johnny_park@yahoo.com)

To : [MuhAzmi\\_7@yahoo.com](mailto:MuhAzmi_7@yahoo.com)

Hi! How are you, Azmi? I'm fine and I hope you are doing great. I was happy to see your advertisement in the Youth Online Club in the pen-pal section. You are exactly the kind of friend I have been looking for.

I am John Park and I am 16 years old. I am half British and Korean. My father is Korean while my mother is British. I like playing football and just like you, I love watching movies, and travelling.

I am the only child in my family. I don't have any brothers or sisters. Sometimes I wish I had an older brother who I could play and travel with. My father's name is Park Ji Won. He is an engineer. He doesn't like travel to many places. My mother's name is Victoria Aniston. She is a doctor. She is kind.

I live in Kingston, London. Our house is small but we have a big garden. There are two floors. During the daytime, I like playing foot ball with my friends in the garden. About my school, well, I go to Kingston High School. I go by bus. My school is very big. We have so many students and two buildings.

At the weekend, I have extra lessons on Saturday morning but the rest of the time is my free time so I usually watch movies in my cable television. Once a month I also go to cinema to watch new movies which are interisting for me. On Sundays I like going out with my friends. We usually travel together to see some sights around London. How about you, Azmi? Do have many movies collection?

Please write and tell me about yourself and interisting places to go travelling in your country and don't forget to answer my email.

Adapted from: [www.thaistudents.com](http://www.thaistudents.com)

### Questions:

1. How does John know about Azmi?
  - a. From advertisement.

- b. From advertisement in the Youth Online Club.
  - c. From pen-pal.
  - d. From Pen-pal section.
2. How does John introduce himself to Azmi?
- a. I am John Park.
  - b. I'm fine and I hope you are doing great.
  - c. My father is Korean while my mother is British.
  - d. You are exactly the kind of friend I have been looking for.
3. What information does John explain?
- a. About himself.
  - b. About his family and his school.
  - c. About his house and his hobbies.
  - d. All the answers are correct.
4. Where does Azmi come from?
- a. London.
  - b. Kingston.
  - c. Korea.
  - d. None of the answers is correct.
5. Does John have any brothers or sister?
- a. Yes, he has.
  - b. No, he hasn't.
6. What is John parents' profession?
- a. Korean.
  - b. British.
  - c. Traveler.
  - d. Engineer.
7. How does John describe his school?
- a. It is small but it has a big garden.
  - b. It has two floors.
  - c. Many students go to school by bus.
  - d. It is big and has two buildings.
8. What is Azmi's hobby?
- a. Playing football.
  - b. Playing football and travelling.

- c. Watching movies.
- d. Watching movies and travelling.

## CULTURAL SHOT

When you want to introduce yourself or somebody to others, you usually greet them first.

### Greetings from around the world



a handshake

a kiss on the cheek

a pat on the back

a bow

a hug

the United States.....

Sources:

Picture 1: [www.stockfresh.com](http://www.stockfresh.com)

Picture 2: [www.nytimes.com](http://www.nytimes.com)

Picture 3: [www.pearlsofprofoundity.wordpress.com](http://www.pearlsofprofoundity.wordpress.com)

Picture 4: [www.zukapersona.wordpress.com](http://www.zukapersona.wordpress.com)

Picture 5: [www.pocketcultures.com](http://www.pocketcultures.com)

Which greeting are typical in your country?

Can you write the name of the country for each picture?

Can you find other ways to greet people?

## LET'S MAKE A REFLECTION

<b>Before I studied this unit</b>	I didn't understand ..... .....
<b>When I was studying this unit</b>	Difficulties: ..... How I overcame the difficulties: ..... ..... .....
<b>After I had studied this unit</b>	I think ..... ..... .....

## LET'S MAKE A SUMMARY

**In this unit, you learn:**

<ul style="list-style-type: none"> <li><b>How to introduce yourself</b></li> </ul>	<ul style="list-style-type: none"> <li>• First let me introduce myself.</li> <li>• My name is ....</li> <li>• Allow me to introduce my self.</li> <li>• I'm ...</li> <li>• Excuse me my name's ...</li> <li>• How do you do? My name is ....</li> <li>• Hi! I'm ...</li> <li>• Hello! My name is ...</li> <li>• Good morning. My name's ...</li> </ul>
<ul style="list-style-type: none"> <li><b>How to introduce others</b></li> </ul>	<ul style="list-style-type: none"> <li>• I would like to introduce you to ....</li> <li>• Let me introduce you to ...</li> <li>• This ...</li> <li>• Allow me to introduce ....</li> <li>• I'd like you to meet ...</li> </ul>

		<ul style="list-style-type: none"> <li>• Do you know ...</li> <li>• Oh look, here's Mark.</li> <li>• Mark–Maria, Maria–Mark</li> </ul>
<ul style="list-style-type: none"> <li>• <b>How to ask information</b></li> </ul>	<b>Name</b>	<ul style="list-style-type: none"> <li>• What's your name? (full/nick) name? (first/middle/last) name?</li> </ul>
	<b>Origin</b>	May I know your name? Could you tell me your name?
	<b>Adress</b>	<ul style="list-style-type: none"> <li>• Where are you from? Where do you come from?</li> </ul>
	<b>Job/profession/ occupation</b>	<ul style="list-style-type: none"> <li>• What is your adress? Where do you live? Where do you stay?</li> </ul>
	<b>Hobby</b>	<ul style="list-style-type: none"> <li>• What are you? What do you do? What is your parents' job? Where do your parents work?</li> </ul>
	<b>Family</b>	<ul style="list-style-type: none"> <li>• What is your hobby? What are your hobbies?</li> <li>• Do you have any brothers or sisters? How many brothers and sisters do you have?</li> </ul>



<ul style="list-style-type: none"> <li>How to give information</li> </ul>	<b>Name</b>	<ul style="list-style-type: none"> <li>My name is ...</li> <li>My (full/nick) name is ...</li> <li>My (first/middle/last) name is ...</li> <li>Sure. My name is ...</li> </ul>
	<b>Origin</b>	<ul style="list-style-type: none"> <li>I am from ...</li> <li>I come from ...</li> </ul>
	<b>Address</b>	<ul style="list-style-type: none"> <li>My address is jalan Imam Bonjol 14<sup>th</sup> Yogyakarta</li> <li>I live in ... (name of city)</li> <li>I live on ... (name of street)</li> <li>I live at ... (complete)</li> </ul>
	<b>Job/profession/occupation</b>	<ul style="list-style-type: none"> <li>I study at ...</li> <li>I go to SMA ...</li> <li>My parents work at ...</li> <li>My parents' job are ...</li> </ul>
	<b>Hobby</b>	<ul style="list-style-type: none"> <li>My hobby is ...</li> <li>My hobbies are ...</li> </ul>
	<b>Family</b>	<ul style="list-style-type: none"> <li>Yes, I do.</li> <li>I have two brothers and no sister.</li> <li>No, I don't.</li> </ul>

### The simple present tense

	Verbal sentence	Nominal sentence
<b>Statement</b>	I/we/you/they + V1 + O/adj/adv he/she/it + V1 + -s/-es	Subject + be (am,is,are) + adj,adv,noun
<b>Question</b>	Wh questions + do/does/did/+ S + V1	Wh questions + be (is,am,are) + Object

# UNIT 2

## CONGRATULATIONS! YOU'VE DONE A GREAT JOB



Source: [www.sman1blitar.com](http://www.sman1blitar.com)



Source: [www.sumutpos.com](http://www.sumutpos.com)

**In your daily life, you often compliment and congratulate others in many ways for some occasions. You also need to respond when they do the same to you. What will you say when you want to compliment and congratulate someone? Do you know how to respond to others' compliment and congratulation as well? Do you know how to do them appropriately? You will learn about those in this unit.**



## 1. Listen and Speak

### Orientation

#### TASK 1

Study the learning objectives below.

In this section, you will learn:

- ✓ **Listening:**
  - Responding to somebody who congratulates and compliments you.
- ✓ **Speaking:**
  - Congratulating and complimenting somebody on some occasions.

### Formulating problems & proposing hypotheses

#### TASK 2

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What are words that you use to congratulate and compliment somebody?
2. How do you pronounce words to congratulate and compliment somebody?
3. What is the social purpose of the text to congratulate and compliment somebody?
4. What are expressions to congratulate and compliment others?
5. What are expressions to respond to others' congratulation and compliment?
...
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.
7.
8.

### TASK 3

Listen to the recording and then number the pictures based on the words you hear.



Source: [www.rumahbinatrobds.com](http://www.rumahbinatrobds.com)

☐
☐


Source: [www.infomediaindonesianews.com](http://www.infomediaindonesianews.com)



Source: [www.okefood.com](http://www.okefood.com)

☐
☐


Source: [www.eogroovy.com](http://www.eogroovy.com)

## TASK 4

Study the pictures and answer the questions orally.



Source: [www.zgarvhanadiringavharata.blospot.com](http://www.zgarvhanadiringavharata.blospot.com)

### Questions:

1. What do you see in the picture?
2. Who are the people in the picture?
3. What are they doing?
4. Why does the man in the picture shake the girl's hand?
5. In your opinion, is it possible that the man in the picture congratulates the girl?  
Why/why not?
6. In your opinion, is it possible that the man in the picture compliments the girl?  
Why/why not?
7. How do you congratulate someone or give compliment in your culture?
8. On what occasions do people usually congratulate or compliment each other?
9. Mention some expressions of congratulating and complimenting that you know.
10. How do you usually respond to others' compliment and congratulation? Do you thank them? Why/why not?

## LET'S ACT

### Collecting data, testing the hypotheses, & formulating conclusions

#### TASK 5

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

to congratulate /tu: kən'grætʃuleɪt/ (v)

mengucapkan selamat

competition /,kɒmpə'tɪʃn/ (n)

hasil

to compliment /tu: 'kɒmplɪment/ (v)

menang

to commemorate /tu: kə'meməreɪt/ (v)

penampilan

proud /praʊd/ (adj)

pertandingan/kompetensi

performance /pə'fɔ:məns/ (n)

memuji

result /rɪ'zʌlt/ (n)

memperingati

to win /tu: wɪn/ (v)

bangga

to join /tu: dʒɔɪn/ (v)

menjawab

to respond /tu: rɪ'spɒnd/ (v)

mengikuti

## TASK 6

In pairs, listen to the dialogue and then state whether the statements below are TRUE or FALSE. Correct the false statement. Before listening to the dialogue, read the statements first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class. Number one has been done for you.

great /gret/ : baik  
heard /h3:d/ : mendengar  
prepare /pri'peə(r)/ : menyiapkan

No	Statements	TRUE	FALSE	Corrections
1.	Cut joins a sing competition.		√	Cut joins a dance competition.
2.	There is one team who represents the speaker's school to join the competition.			
3.	Cut wins the competition.			
4.	Markus doesn't congratulate Cut for her winning.			
5.	Markus is good at Mathematics test.			
6.	Markus compliments Cut's painting shoes.			
7.	Cut can't find the bag in any store.			
8.	Cut needs at least two materials to make a bag for Markus.			

## TASK 7

Listen to the dialogue in Task 6, in groups of three, answer the following questions. Before listening to the dialogue, read the questions first and then jot down the important information. After that, report your answers to the class. Number one has been done for you.

1. Why does Markus say *congratulation*?

He wants to congratulate Cut for winning dance competition.

2. Why does Cut say *thank you very much. It's nice of you to say so*?

---

3. Explain what is meant by the expression *well done. It was great to hear it* said by Cut to Markus?

---

4. Why does Markus say *that's a very nice bag* to Cut?

---

5. Why does Cut say *thanks a lot* to Markus?

---

## TASK 8

Referring to the dialogue in Task 6, in pairs answer the questions below. Share your answers with your friends.

1. Why does Markus congratulate Cut?
2. What expression does Cut use when hearing Markus congratulates her?
3. Why does Cut compliment Markus?
4. What expression does Cut use to compliment Markus's best mark?
5. How does Markus respond when he gets compliment from Cut?
6. How does Markus compliment Cut's bag?



## TASK 9

Study the table of expressions to compliment and congratulate below.



	Formulas
Congratulating someone	<p>Congratulations.</p> <p>Congratulation on + noun phrase</p> <p>Congratulations on winning + noun phrase</p> <p>I'd like to congratulate you on + noun phrase</p> <p>I must to congratulate you on + noun phrase</p> <p>Well done.</p>
Complimenting someone	<p>What a + noun phrase!</p> <p>That's a + noun phrase</p> <p>I like + noun phrase</p> <p>You're really + noun phrase</p> <p>You've done a great job.</p> <p>You did it very well.</p>
Responses	<p>Thanks.</p> <p>Thank you.</p> <p>Oh, not really.</p> <p>Thanks. Do you really think so?</p> <p>Thank you very much. It's nice of you to say so.</p> <p>How kind of you to say so.</p> <p>Thanks a lot.</p>

Examples in sentences:	
Congratulating someone	<p>In Task 6, you hear:</p> <p>Situation: Cut won the dance competition.</p> <p>Markus: Congratulations on winning the competition.</p> <p>Cut: Thank you very much.</p>
Complimenting someone	<p>In Task 6, you hear:</p> <p>Situation: Markus loves Cut's bag.</p> <p>Markus: I like your bag.</p> <p>Cut: Thanks a lot.</p>

## TASK 10

In the dialogue in Task 6, you will find the expressions: *congratulations on winning the competition* and *I like your bag*. Change the expressions into the other kinds of expression by using the formulas in Task 10. After that, report the answers to the class.

Can you change the expressions?

1. Congratulations on winning the competition.	Congratulation on + noun phrase	I'd like to congratulate you on + noun phrase	I must to congratulate you on + noun phrase
2. I like your bag.	What a + noun phrase!	That's a + noun phrase	It's really + noun phrase

## TASK 11

In pairs, rearrange the following jumbled words into the correct sentences. After that, read it aloud. Number one has been done for you.

- a – singer – you – really – great – are  
Answer: You are really a great singer.
- birthday – on – congratulation – your
- watch – like – I – your
- would – like – congratulate – on – I – you – your – to – success
- gorgeous – dress – what – a – !

6. must – achievement – I – congratulate – your – you – on
7. a – very – that’s – cake – delicious
8. getting – the – congratulation – scholarship – on
9. smart – he – student – really – is
10. winning – the – congratulation – competition – on

## TASK 12

Match the following expressions with the appropriate situations on the right.

### Expressions

You’re really a good cook.

Congratulations!

You look good in that dress.

You did it very well.

Thanks. How kind of you to say so.

What a lovely garden.

### Situations

You say good thing about your friend’s dress.

You compliment the garden of your colleague’s new house.

You give respond to others’ compliment or congratulation.

Your friend got the best mark on the drama class.

You compliment someone for their cook.

Your sister won a free holiday ticket to Singapore.

## TASK 13

Read again the expressions in Task 13. Say those expressions with the correct pronunciation. Listen and repeat after your teacher.

## TASK 14

In pairs, listen to the dialogue, fill in the blank spaces with the suitable expressions below, and act it out. Before listening to the dialogue, read the transcript first and then jot down the main point. Share the answers with your friends.

birthday /'bɜːədeɪ/	: hari ulang tahun
branch /braːntʃ/	: cabang
congratulation /kənˌgrætʃuˈleɪʃnz/	: ucapan selamat
delicious /dɪˈlɪʃəs/	: lezat, enak
gorgeous /ˈɡɔːdʒəs/	: sangat cantik, sangat menarik
spent /spent/	: menghabiskan

**Situation:** Ni Ida and Azmi come to Titis's birthday party. They congratulate and compliment Titis.

- Ni Ida : (1) \_\_\_\_\_, Titis.  
We wish you luck, happiness, and riches today, tomorrow, and beyond.
- Titis : Thank you.
- Azmi : Congratulation on your birthday. (2) \_\_\_\_\_.
- Titis : (3) \_\_\_\_\_. You look great in that black suit.
- Azmi : Thanks.
- Titis : Look, the food is ready. Would you like to try the cookies?
- Azmi : We'd love to. Thanks.
- Ni Ida : Wow, it's really delicious. (4) \_\_\_\_\_.
- Azmi : Yeah, that's right.
- Titis : Thank you but my mother and my sister who made it. They spent the whole morning preparing all of these.
- Ni Ida : I should learn from your mother and sister how to make this delicious cake.
- Titis : Sure, my mom will be happy to teach you but I am not sure with my sister. She just got promotion from her chief of staff because everybody loves her work. Perhaps she will move to the new branch office in Jakarta.
- Azmi : (5) \_\_\_\_\_.
- Ni Ida : I am sure she has done a great job.
- Titis : (6) \_\_\_\_\_. Anyway let's start the party.

you are really a good cook

congratulation on your 16<sup>th</sup> birthday

thanks a lot

thanks. How kind of you to say so

you look gorgeous in that dress

congratulation on her promotion

## TASK 15

Read the dialogue in Task 14 and then classify the expressions into the expressions of complimenting and congratulating and the responses. Then, report your answers to the class.

Complimenting	Congratulating	Responses

## LET'S DO MORE

### Creating text

## TASK 16

Complete the dialogues orally.

1. Your friend : I've just got scholarship from our school.

You :



2. Your sister : I've found a new job.

You :



3. Your cousin : My father just bought me a new MP3 player.

You :



4. Your nephew : I am honored with the "Student of the month" title in my class.

You :



5. Your friend : I won the youth singing contest.

You :



## TASK 17

Works in groups of two or three, have a short conversation based on the following situations.

1. Your best friend has passed his exam and he gets a good mark.
2. Your relative got scholarship for going abroad for studying.
3. Your brother has done excellent job and got promotion to a new higher position.
4. Your colleague has a new house and the garden is very beautiful.
5. You and your classmate attend a birthday party. Your classmate wears a very beautiful white gown.



## 2. Read and Write

### Orientation

### TASK 18

Study the learning objectives below.

In this section, you will learn:

✓ **Reading:**

- Analyzing social function, text structure, and language feature of text to congratulate and compliment somebody.
- Finding a message in congratulating and complimenting cards.
- Reading congratulating and complimenting cards.

✓ **Writing:**

- Writing congratulating and complimenting cards.

### Formulating problems & proposing hypotheses

### TASK 19

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What are words that you use to congratulate and compliment others?
2. What is the social purpose of the text?
3. What are expressions to congratulate and compliment others in written form?
4. What are expressions of responding to others' congratulation and compliment in written form?
...
...
...

...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.
7.
8.

## Collecting data, testing the hypotheses, & formulating conclusions

### TASK 20

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

achievement /ə'tʃi:vmənt/ (n)	lezat
competition /,kɒmpə'tɪʃn/ (n)	sangat cantik
delicious /dɪ'lɪʃəs/ (adj)	kenaikan
effort /'efət/ (n)	prestasi
gorgeous /'gɔ:dʒəs/ (adj)	angka
promotion /pre'məʊʃn/ (n)	pertandingan
score /skɔ(r)/ (n)	usaha
success /sək'ses/ (n)	keberhasilan



## TASK 21

Read the cards below, then in pairs, state whether the statements below are TRUE or FALSE. Correct the false statements. Compare your answers with your friends' answers and report the answers to the class. Number one has been done for you.

Dear Ni Ida,  
I heard that you have the final exam and you got the highest score at English subject in your school. I know you always study *hard*. Congratulations! You did it very well.

Uncle Wayan

Dear Cut,  
Well, I knew it was only a matter of time before you got a reward of all your hard work and brilliance idea in the office with a promotion. Congratulations on your new position. You've done a great job.

Best wishes for continual success.

Your brother,  
Teuku

Dear Markus,  
I just heard about the news of the result of your National Examination. Your name is in the list of highest score students in province. What an excellent success. Congratulations! Hope you get into the best university.

Putri

Dear Azmi,  
I have watched with great delight your performance at Indonesian voice yesterday. You won the competition. I know you always do your best. I must congratulate you on your winning. You're really a great singer.

Titis

Dear Nughroho,  
You must be very happy to be a winner in English debate competition after putting in so much hard work and *effort*. You are really a great student. I congratulate you. Your achievement is an example to all. Stay *humble* like usual and once again, congratulations!

Your best friend  
Marini

Dear Auntie Rini,  
Congratulations! I just heard the *wonderful* news regarding your wedding. Uncle Rizki is lucky to have in you such a nice and *charming* wife. At the same time you are equally lucky to have him. He is really a good man. I wish you both all the best in the years to come.

Azmi

Statements	TRUE	FALSE	Corrections
1. Ni Ida congratulates Uncle Wayan of having the best score in English test.		✓	Uncle Wayan congratulates Ni Ida of having the best score in English test.
2. Cut has done a great job in her work and got promotion to a new position.			

3. Markus has an excellent score in his National Examination.			
4. Azmi doesn't win the singing competition because he doesn't do his best.			
5. Marini doesn't compliment Nugroho's winning because she knows Nugroho doesn't give much effort on the competition.			
6. Azmi thinks that aunt Rini and uncle Rizki will complement one another since they are perfect match for each other.			



## CULTURAL SHOT

In every culture it is a common thing to give compliment. However, they differ in some ways from culture to culture.

Can you find the differences?

Pay attention to the following short conversations.

Indonesian speakers	Native speakers
Seeing your friend wearing a cool new watch. A: ... (say nothing)	Seeing your friend wearing a cool new watch. A: That's a very cool watch.
Or when responding to a compliment: A: You look pretty in your new dress. B: No, it's an old dress. I bought it last years.	Or when responding to a compliment: A: You look pretty in your new dress. B: Thank you. I like it very much. I particularly like its color and style.

*Adapted from: LookAhead1*

## TASK 22

Read the cards in Task 21, in groups of three, answer the following questions. Share the answers with the class.

### Questions:

1. Why does uncle Wayan make the card?
2. How does Uncle Wayan compliment Ni Ida?
3. How does Teuku congratulate and compliment her sister's new position promotion?
4. Are there any similarities of why and how Marini and Titis make the cards? If yes, what are they?
5. Why does Markus give Nugroho the card? How does Markus compliment Nugroho's winning on debate competition?
6. How does Azmi congratulate his aunt's wedding?

## TASK 23

In pairs, complete the following messages with the suitable words, phrase, or expression. After that, read aloud the complete messages and display your answers in your class wall magazine.

## The Teenager Post

**TEXT YOUR SAY:** sent your message to your relatives, friends, and colleagues in their special days.



To my beloved sister, after a long time of hard working and dedication, finally God has been answered your long cherished \_\_\_\_\_ desire.

(1)\_\_\_\_\_ you for your new position. (2)\_\_\_\_\_

(Jennifer Lawrence – Washington)



For our friend, Azmi, (3)\_\_\_\_\_ on your winning on the youth dancing contest with Coala Talk. We watched \_\_\_\_\_ your \_\_\_\_\_ performance \_\_\_\_\_ and (4)\_\_\_\_\_. You have impressed all the juries.

(Lee Jongseuk and Kim Woobin – South Korea)



To my beautiful cousin, please accept my heartiest (5)\_\_\_\_\_ about which I knew this morning from Marini. I am really sorry for my absence on this day. I must say that he is lucky in getting such a young woman like you for his wife because you're really (6)\_\_\_\_\_.

Once again, congratulations! (Raisha – Melbourne)

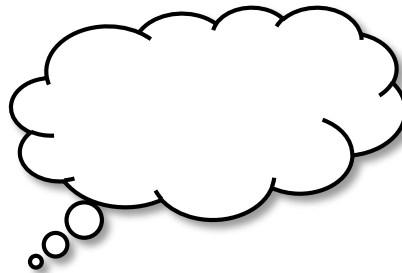


Dear my best friend Cut, let me say once again (7)\_\_\_\_\_ on your 16<sup>th</sup> birthday. May your future be attended with prosperity and happiness! That was a (8)\_\_\_\_\_ party and you looked (9)\_\_\_\_\_ in that white gown. You are (10)\_\_\_\_\_ as always. (Tasya – Palembang)

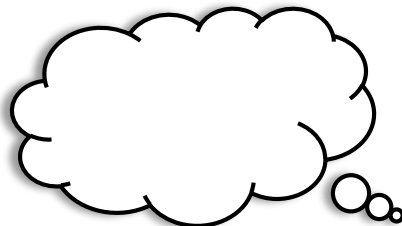
## TASK 24

Read the messages in Task 23, suppose you are the one who get the messages above what will you say?

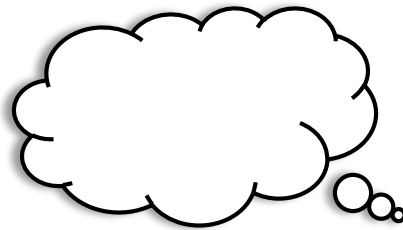
1.



2.



3.



4.



## LET'S DO MORE

Creating text

### TASK 25

In groups of three or four, study the pictures and then discuss what you can see in the pictures to make appropriate congratulating and complementing cards. Look at the example in picture number 1.

1.



win a competition  
poetry reading  
good  
effort  
did it very well  
proud

Congratulation on winning **poetry reading** competition. You are **good** at poetry reading and I know you always give your best **effort**. You **did it very well**. We are **proud** of you.



2.



birthday party  
beautiful  
nice dress  
delicious food  
great cooker  
groovy party



3.



winning an award  
actor  
movie  
dedication  
excellent performance  
have done a great job  
charming man

4.



win a competition  
playing the piano  
hard work  
achievement  
did it very well  
an example to all

## TASK 26

**Individually, write congratulating and complementing cards based on the following situations. You can choose three situations.**

1. Your best friend has passed a singing audition to Australia.
2. Your relative is getting married.
3. Your sister is very talented in playing violin. She won the first place in the competition.
4. Your colleague has a new house and the house is very nice.
5. You and your classmate attend a birthday party. The party is fantastic and the cake and the food provided by the host are very delicious.

## HOMework

### TASK 27

Find a song entitled “What Makes You Beautiful” by One Direction. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize how and why the singers compliment someone and present it in front of the class.

overwhelmed      shy      flip      insecure      believe  
enough      makes      want      light      smile  
understand      beautiful      make up      prove      know

#### What Makes You Beautiful

You're (1. \_\_\_\_\_),  
Don't know what for,  
You're turning heads when you walk  
through the door,  
Don't need (2. \_\_\_\_\_),  
To cover up,  
Being the way that you are is  
(3. \_\_\_\_\_)  
Everyone else in the room can see it,  
Everyone else but you  
[Chorus]  
Baby you light up my world like nobody  
else,  
The way that you (4. \_\_\_\_\_) your  
hair gets me overwhelmed,  
But when you (5. \_\_\_\_\_) at the  
ground it ain't hard to tell,  
You don't know,  
Oh Oh,  
Everyone else in the room can see it,  
Everyone else but you,

You don't know you're (6. \_\_\_\_\_),  
If only you saw what I can see,  
You'll understand why I (7. \_\_\_\_\_)  
you so desperately,  
Right now I'm looking at you and I can't  
believe,  
You don't know,  
Oh oh,  
You don't know you're beautiful,  
Oh oh,  
That's what makes you beautiful  
So girl come on,  
You got it wrong,  
To (8. \_\_\_\_\_) I'm right,  
I put it in a song,  
I don't know why,  
You're being (9. \_\_\_\_\_),  
And turn away when I look into your eye  
eye eyes,  
You'll (13. \_\_\_\_\_) why I want you  
so desperately,



Baby you (10. \_\_\_\_\_) up my world  
like nobody else,  
The way that you flip your hair gets me  
(11. \_\_\_\_\_),  
But when you smile at the ground it ain't  
hard to tell,  
You don't know,  
Oh oh,  
You don't (12. \_\_\_\_\_) you're  
beautiful,  
If only you saw what I can see,

Right now I'm looking at you and I can't  
(14. \_\_\_\_\_)  
You don't know,  
Oh oh,  
You don't know you're beautiful,  
Oh oh,  
That's what (15. \_\_\_\_\_) you beautiful  
Na Na Na Na Na Na Na Na Na Na  
Na Na Na Na Na Na [2x]  
Back to Chorus

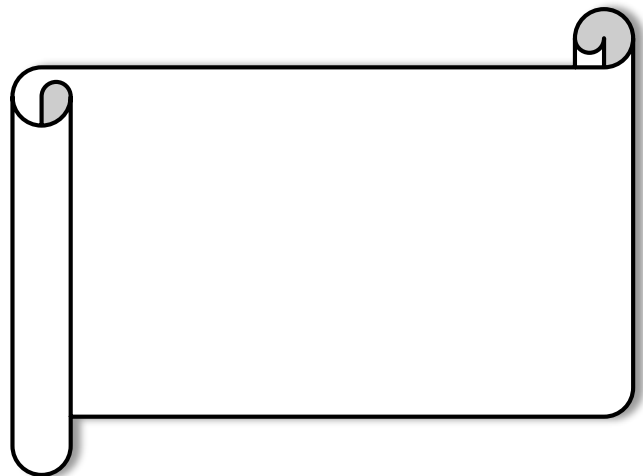
## TASK 28

Study the pictures. Suppose you are a fan, friend, or family of the people in the pictures, write cards for them. After that, ask your classmates to give you feedback to revise your letter. Put your revised drafts in your class wall magazine.

1.



Source: [www.infomediationalnews.blogspot.com](http://www.infomediationalnews.blogspot.com)





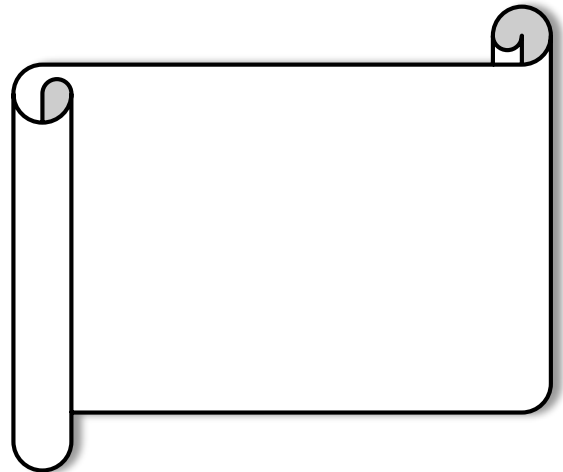
2.

Source: [www.jakostyle.com](http://www.jakostyle.com)



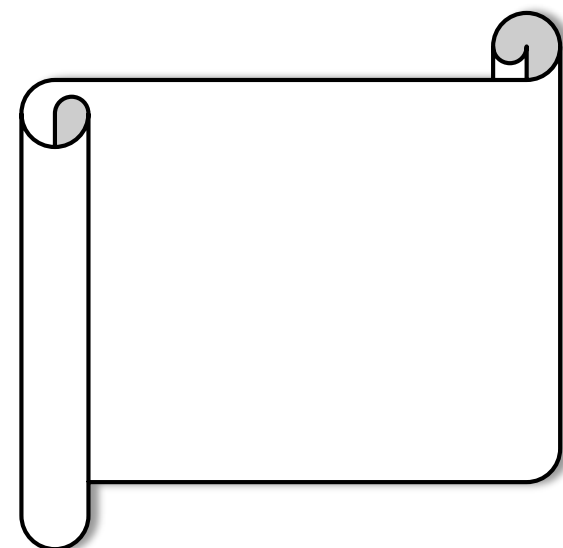
3.

Source: [www.ramarniyarsah.blogspot.com](http://www.ramarniyarsah.blogspot.com)



4.

Source: [www.kapanlagi.com](http://www.kapanlagi.com)



## LET'S CHECK YOUR COMPETENCE

### TASK 29

Listen to the recording and then complete the following short dialogues. After that, act it out with your partner.

Thanks. It's nice of you to say so.



1.

source: [www.gogrilmagz.com](http://www.gogrilmagz.com)

Guys, you know what?  
I just got news from the  
headmaster that I get  
scholarship this year.



2.

source: [www.grazia.co.id](http://www.grazia.co.id)

Thanks a lot.



3.

source: [www.kusukakusuka.com](http://www.kusukakusuka.com)

Thanks. Do you think so?  
My mother just bought it  
for me last night.



4.

source: [www.merdeka.com](http://www.merdeka.com)

Congratulations on winning  
reading competition in Jakarta.  
You did it very well. We are  
proud of you.



5.

source: [www.muvila.com](http://www.muvila.com)

### TASK 30

Read the card and then answer the questions that follows.

Dear Andrew,

Words are really fail to express my joy at the news of your selection as the new school principal in SMA N 1 Makassar. Congratulations on your success. You've done a great job. Your selection, is however, no surprise because your excellent personality and superior intelligence. A man selected as a school principal at such a young age as yours stands chances of reaching the highest position in the school. It is an added pleasure for us all that the place of your new position is just at a distance of 10 miles from our home and we can always expect you after every fortnight.

We all send you our heartiest congratulations and best wishes.

Your cousin,

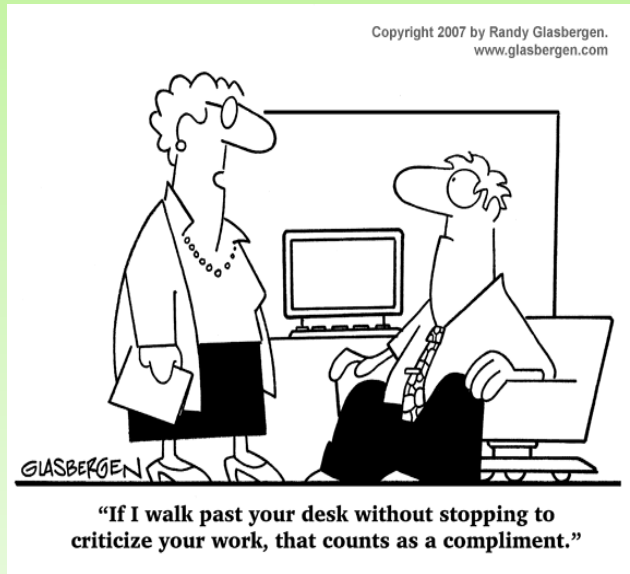
Azmi

*Adapted from: [www.publishyouarticles.net.com](http://www.publishyouarticles.net.com)*

#### Questions:

1. Why does Azmi send Andrew a card?
2. Andrew was selected as new headmaster in SMA N 1 Makassar. Does this statement true? Clarify.
3. Why does it is not surprising if Andrew was selected as School principal in his age?
4. "The place of your new position is just at a distance of 10 miles from our home". What can you infer from this statement? The school is ... from Azmi's house.
5. How does Azmi congratulate and compliment Andrew?

## FUN SPACES



Taken from: [www.phonepro.org.com](http://www.phonepro.org.com)

Does the woman really compliment the man? What do you think?

## LET'S MAKE A REFLECTION

Before I studied this unit	I didn't understand ..... .....
When I was studying this unit	Difficulties: ..... How I overcame the difficulties: ..... ..... .....
After I had studied this unit	I think ..... ..... .....

## LET'S MAKE A SUMMARY

In this unit, you learn:

List of expressions	
Expressing compliments	Responding to compliments and congratulations
What a ..... ! That's a very nice ... I like your ... You're really a great ... You've done a great job. You did it very well.	Thanks. Thank you. Oh, not really. Thanks. Do you really think so? Thank you very much. It's nice of you to say so. How kind of you to say so. Thanks a lot.
Expressing congratulations	
Congratulations! Congratulations on ... Congratulations on winning ... I'd like to congratulate you on ... I must to congratulate you on ... Well done.	



# UNIT 3

## CAN YOU DESCRIBE THEM?



Source: [www.fotottokoh.com](http://www.fotottokoh.com).



Source: [www.upload.wikimedia.org.com](http://www.upload.wikimedia.org.com)

**Do you have your favourite figure of people in your life? What makes you adore them? What do you know about them? Do you know how to describe them appropriately?**

**Do you like reading and writing? Do you sometimes read/ or write description texts of people? Can you read and write such texts effectively? You can learn about those in this unit.**





## 1. Listen and Speak

### Orientation

#### TASK 1

Study the learning objectives below.

In this section, you will learn:

- ✓ **Listening:**
  - Responding to descriptive texts.
- ✓ **Speaking:**
  - Performing a monologue of descriptive text.

### Formulating problems & proposing hypotheses

#### TASK 2

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What is a descriptive text?
2. What are words that you use to describe somebody?
3. How do you pronounce words to describe somebody?
4. What is the social purpose of descriptive text?
5. What is the generic structure of descriptive text?
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.

4.

5.

### TASK 3

Study the following pictures of famous people. Do you recognize them? In pairs, write down their names on spaces below the pictures.

1&2



Source: [www.olahraga.rmol.com](http://www.olahraga.rmol.com)

3



Source: [www.biogaktris.com](http://www.biogaktris.com)

4



Source: [www.sport.detik.com](http://www.sport.detik.com)

5



Source: [www.profilmerdeka.com](http://www.profilmerdeka.com)

6



Source: [www.lirikkepo.blogspot.com](http://www.lirikkepo.blogspot.com)

7



Source: [www.sutarnipustaka.com](http://www.sutarnipustaka.com)

8



Source: [www.siagaindonesia.com](http://www.siagaindonesia.com)

9



Source: [www.koreandrama.com](http://www.koreandrama.com)

10



Source: [www.wildanrenaldi.wordpress.com](http://www.wildanrenaldi.wordpress.com)

## TASK 4

Listen to the recording and then number the pictures based on the descriptions you hear.



1.

Source: [www.wartakota.tribunnews.com](http://www.wartakota.tribunnews.com)



2.

Source: [www.wildanrenaldi.wordpress.com](http://www.wildanrenaldi.wordpress.com)



3.

Source: [www.kapanlagi.com](http://www.kapanlagi.com)

## TASK 5

Look at the pictures in Task 3 and then answer the following questions. The words in the box may help you.

charismatic /ˌkærɪz'mætɪk/	: berkarisma
charming /tʃɑːmɪŋ/	: mempesona
fair /feə(r)/	: kuning langsung
generous /ˈdʒenərəs/	: dermawan
gorgeous /ˈɡɔːdʒəs/	: menarik, menawan
intelligent /ɪn'telɪdʒənt/	: cerdas
pointed /pɔɪntɪd/	: mancung
slim /slɪm/	: ramping

1. Is any of them your favourite figure of person? If yes, who is she or he? If none of them is your favourite, who is your favourite figure of person?
2. What makes you adore him/her?
3. What do you know about him/her?
4. Do you want to be like him/her?

## LET'S ACT

### Collecting data, testing the hypotheses, & formulating conclusions

#### TASK 6

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

appearance /ə'piərəns/ (n)	tubuh
attitude /'ætɪtju:d/ (n)	rambut
body /'bɒdi/ (n)	wajah
eye /aɪ/ (n)	kulit
eyebrow /'aɪbrəʊ/ (n)	hidung
face /feɪs/ (n)	penampilan
favourite /'feɪvərɪt/ (adj)	senang
hair /heə(r)/ (n)	sikap
nose /nəʊz/ (n)	mata
skin /skɪn/ (n)	alis

## TASK 7

In pairs, listen to the monologue and then fill in the blank spaces. After that, answer the following questions. Before listening to the monologue, read the transcript and the questions first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class.

Jusuf Habibie Bacharuddin or B.J. Habibie was the \_\_\_\_\_ President of the Republic of Indonesia. He was born in Pare-Pare, South Sulawesi, on June 25, 1936. He is the \_\_\_\_\_ child of eight children.

Habibie has \_\_\_\_\_ skin. His face is square. He has \_\_\_\_\_ eyes and a pointed \_\_\_\_\_, and moustache. He \_\_\_\_\_ glasses. Habibie began to look outstanding especially in the exact sciences lessons since he was child. After graduating from the high school, he got scholarship and received his diploma and doctorate from the Technische Hochschule, Germany. In Indonesia, after served 20 years as the Research and Technology \_\_\_\_\_, on May 21, 1998 until October 1999, he became \_\_\_\_\_ of the Republic of Indonesia. Until finally he was forced to step down from the position due to the referendum of East Timor independence.

Habibie is known as an \_\_\_\_\_ man. He found some \_\_\_\_\_ about aircraft such as Habibie factor, Habibie theorem, and Habibie method which are very useful for the world. Some of his \_\_\_\_\_ in calculating and designing several aircraft manufacturing project are Military Transport Aircraft C-130 Transall, Hansa Jet 320 (Aircraft Executive), CN – 235 and etc.

When he became President of the Republic of Indonesia, he was still \_\_\_\_\_ as he is in the daily life. He also regarded to have merit in democracy development and press freedom in Indonesia. Until now, Habibie is still \_\_\_\_\_ in social and education field through the Habibie Center, a social non-profit organization which he \_\_\_\_\_.

### Questions:

1. Who is the subject of description in the text?
2. What does B.J. Habibie do?
3. How does he look like?
4. When did he start to look outstanding in his studying?
5. Is B.J. Habibie an intelligent person? How do you know?
6. How is his personality in the daily life?
7. B.J. Habibie doesn't support democracy development and press freedom in Indonesia. Is this statement correct? How do you know?
8. Is B.J. Habibie active in social and educational charities? Clarify.

## TASK 8

Read the descriptive text in Task 7 and in pairs answer the questions below. You can explore dictionary, internet, or other sources. Share your answers with your friends.

1. Who is the subject of description in the text?
2. Is the descriptive text always about person?
3. Can we describe animal on descriptive text?
4. Can we describe things on descriptive text?
5. Can we describe place on descriptive text?
6. What can be described on the first paragraph of the text?
7. What can be described on the second, third, etc paragraph of the text?

## TASK 9

In pairs, listen to the recording, and then arrange the jumbled paragraphs into a good text. Share your answers with your friends. After that, read the text aloud with correct pronunciation.



Source: [www.wikimedia.org.com](http://www.wikimedia.org.com)

1. When performs and in a daily life, she always wears her veil. She always sings soulfully. Her unique husky voice brings her to be the winner of X Factor contest.
2. Her songs and her voice can always captivate every teenager. Fatin Shidqia has won many award such as Most Shining Stars 2013 and Rising stars of the year, as well as New Comer of the Year and Best Female Pop Soloist. She also appeared in Indosat IM3 commercial. She is also the one and only girl with Hijab who became cover for Indonesian magazine HAI. She was also selected by clothing line “Rabbani” to be their brand ambassador. On September 2013, she also appeared on her film debut titled *99 Cahaya di Langit Eropa* and sang for this movie soundtrack.
3. Fatin Shidqia has Fatin Shidqia Lubis as her full name. She was born in July, 30 1996. She is an Indonesian singer and actress who won the first season of the Indonesian version of X Factor. She is a young talented singer. She began singing at age two according to her mother.

4. Fatin Shidqia is beautiful and cute. She is not too tall and full of charm. She is fair-skinned. She has round eyes and they are black. She has pointed nose and round face. Fatin is a charming girl who likes to wear casual clothes. She is neat and well-dressed.

## TASK 10

In pairs, listen to the recording. Check (✓) the answers. Before listening to the recording, read the questions first and then jot down the important information. Report your answers to the class.

Identification:	Answers	
Who is the subject of the description?	<input type="checkbox"/> Rio Haryanto	<input type="checkbox"/> Sinyo Haryanto
What is her/his occupation?	<input type="checkbox"/> Indonesian race driver	<input type="checkbox"/> Indonesian racing driver
Description: How does he look like?	<input type="checkbox"/> he is fair-skinned and not too tall	<input type="checkbox"/> he is brown-skinned and tall
	<input type="checkbox"/> he has an oval face, a pointed nose and black slanted eyes.	<input type="checkbox"/> he has a square face, a pointed nose and black slanted eyes.
How is his personality?	<input type="checkbox"/> he is hardworking, religious, and down-to-earth	<input type="checkbox"/> he is talented, religious, and down-to-earth
What does he do besides racing?	<input type="checkbox"/> he became an ambassador against narcotics in 2009	<input type="checkbox"/> he became an ambassador against narcotics and an ambassador of Komodo in 2009
What is his hobby?	<input type="checkbox"/> playing golf	<input type="checkbox"/> playing golf, hiking mountain, and diving

## LET'S DO MORE

### Creating text

#### TASK 11

In pairs, ask three of your classmates to describe the physical appearance and personalities of their idols. Then, record them in this table.

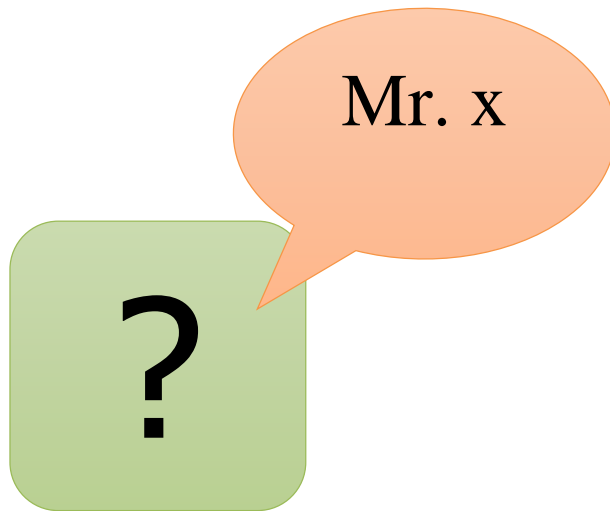
No	Their idols	Physical appearances	Personalities
1.			
2.			
3.			



## TASK 12

Guess who she/he is ...

Make a group consist of three to four people. Make a description about one person (a famous person who can be a good example to the young generations). Make it at 150 – 200 words. Other group will guess who she/he is. The winner is the group which collects most points.





## 2. Read and Write

### Orientation

#### **TASK 13**

Study the learning objectives below.

In this section, you will learn:

✓ **Reading:**

- Analyzing social function, text structure, and language feature of a descriptive text.
- Finding a message in descriptive texts.
- Reading descriptive texts.

✓ **Writing:**

- Writing a descriptive text.

### Formulating problems & proposing hypotheses

#### **TASK 14**

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What are words that you use to describe somebody?
2. What is verb form (tense) used in descriptive text?
3. What is the generic structure of descriptive text?
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.

## Collecting data, testing the hypotheses, & formulating conclusions

### TASK 15

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

to achieve /tu: ə'tʃi:v/ (v)	menjadi
to graduate /tu: 'grædʒueɪt/ (v)	memakai
to become /tu: bɪ'kʌm/ (v)	ilmuwan
to get /tu: get/ (v)	meraih
to has /tu: həz/ (v)	memiliki
scientist /'saɪəntɪst/ (n)	lulus
inventor /ɪn'ventə(r)/ (n)	penemu
to wear /tu: weə(r)/ (v)	mendapat

## TASK 16

Read the text and then, in pairs complete the following table based on text. Look at the example. Compare your answers with your friends' answers and then report the answers to the class.

### The Amazing Inventors

Indonesians have made some amazing inventions. It turns out that Indonesian people can be a nation of inventors and modifiers as well as provide a new breakthrough to the world. Read on to find out more about these inventors.



Source: [www.blognuklir.com](http://www.blognuklir.com)

Dr. Ir. Yudi Utomo Imardjoko was born on March 15, 1963 in Yogyakarta. He is a lecturer in Gadjah Mada University and a scientist. He is the inventor of Nuclear Waste Container. Dr. Ir. Yudi Utomo Imardjoko has black hair, black round eyes, and a pointed nose. He is brown-skinned. His body is stocky. Dr. Ir. Yudi Utomo Imardjoko is an intelligent person. He is the youngest graduate of Iowa State University from Indonesia who got his doctoral degree when he was just 32 years old. In 1997, he was offered to work in two big companies from United States with a high salary, but because of his dedication and nationalism, he chose to be a lecture in his university. While teaching, he is still active in doing research as his dedication as a scientist.



Source: [www.jaist.ac.jp.com](http://www.jaist.ac.jp.com)

Dr. Eng. Khoirul Anwar was born in 1978, in Kediri. He is a scientist and assistant professor at Japan Advanced Institute of Science and Technology. He is the inventor and patent owner of 4G technology networks based on OFDM from Indonesia. Dr. Anwar has fair skin. His face is oval. He has a curly hair and beard. His nose is pointed. He wears glasses. Dr. Anwar is a top scientist in Japan. He is a graduate of Bandung Institute Technology with cum laude and holds a master degree and doctorate from Nara Institute of Science and Technology. He is also the recipient of IEEE Best Students Papers Awards of the IEE Radio and Wireless Symposium in 2006, in California. Related to his patent, as a tribute for his parents, he gave his first royalty to the mother in Kediri to thank his mother's struggle.



Source: [www.sith.itb.ac.id](http://www.sith.itb.ac.id)

Dr Robert Manurung was born in 1964. He is a scientist and an associate professor at the Bandung Institute of Technology. Dr. Robert has gray hair and slanted eyes. His face is square. He is dark-skinned and not too tall. He wears glasses. He is the inventor of Pure Jatropa Oil. Dr Manurung gained his PhD in Chemical Engineering at the University of Groningen in 1994. He is especially interested in research that can directly benefit people. He chose to research the applications of jatropa because of its economic value which can be a source of income for poor farmers living in a dry area. While teaching, he is currently scientific advisor for a number of companies worldwide.

Names	Physical appearance	Characters/ personality	Others
Dr. Ir. Yudi Utomo I.	<ul style="list-style-type: none"> <li>• Hair: black</li> <li>• Eyes: black</li> <li>• ...</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligent</li> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• He is still active in doing research</li> <li>• ...</li> </ul>
Dr. Eng. Khoirul Anwar			
Dr. Robert Manurung			

## TASK 17

Study the following explanation.

The text in Task 16 is descriptive text. The aim of the decriptive text is to decrive a particular person, an animal, or thing.

To describe a person's physical appearance, you can use the following words.



Physical Appearance					
Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Plump Fat Skinny Muscular	Young Old Teenager In 20s, 30s, 40s	Long Short Bald Straight Curly Wavy Black Red Brown	Round Oval Square Wrinkle Pale Bearded Shaved	Big Round Blue Brown Slanting

To describe a person's characters (qualities & habitual behaviour), you can use the following words for instances.

Characters	
Careful	Careless
Intelligent	Stupid
Confident	Shy
Extrovert	Introvert
Generous	Stingy
Diligent	Lazy

*Adapted from: Interlanguage: English for Senior High School Students X*

## TASK 18

Study the pictures. Choose and circle the right expressions in bold. After that, read it aloud.



Name : Hartadinata H.  
Age : 20  
Height : 173  
Weight : 68

- Hartadinata Harianto is a university **student/teacher**. He is also a **young/old** motivator. He is **tall/medium height**. He is **plump/slim**. He has **short/long, curly/straight** black hair. He has **slanting/round** eyes. His nose is **pointed/flat**.



Name : Gayatri W.  
Age : 17  
Height : 160  
Weight : 47

2. Gayatri Wailissa is a high-school **student/teacher**. She is also **young/old** Indonesian ambassador for ASEAN. She is **short/tall** and she is **slim/thin**. She has **short/long, straight/wavy** hair and **big/round** eyes. Her face is **oval/square**.



Name : Agasha K. R  
Age : 17  
Height : 174  
Weight : 53

3. Agasha Kareef Ratam is a highschool **student/teacher**. He is **young/old** intelligent teenage who has won some international mathematics contests. He is **tall/short** and he is **fat/thin**. He has **short/long, straight/curly** hair and a **big/pointed** nose. He wears **glasses/a hat**.



Name : Prof. Dr. Ken Kawan S.  
Age : 63  
Height : 172  
Weight : 58

4. Prof. Dr. Ken Kawan Soetanto is a **professor/inventor** in the School of International Liberal Studies (SILS) and Venice International University, Italy. He is also director of the Clinical Education and Science Research Institute (CLEDSI) in Waseda University. He is **middle aged/old** man. He is **tall/medium height** and he is **slim/muscular**. He has **short/long, wavy/straight** hair, and a **small/big** nose. He wears **a hat/glasses**.



Name : Ir. Tri Rismaharini M. T.  
Age : 53  
Height : 158  
Weight : 62

5. Ir. Tri Rismaharini M. T. is **middle aged/young** woman. She is the **mayor/governor** of Surabaya. She is **short/tall** and she is **skinny/plump**. Her face is **oval/round**. She wears **veil/headband**.

## TASK 19

Study the following explanation.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

	Verbal sentence	Nominal sentence
Statement	I/we/you/they + V1 + O/adj/adv he/she/it + V1 + -s/-es + O/adj/adv	Subject + be (am,is,are) + adj,adv,noun
Negative	I/we/you/they + do not + V1 he/she/it + does not + V1	Subject + be (am,is,are) + not + adj,adv,noun
Examples in sentences:	In Task 16, you read: - Dr. Anwar <u>has</u> fair skin. - He <u>wears</u> glasses.	In Task 16, you read: - Dr. Ir. Yudi Utomo Imardjoko <u>is</u> a lecturer. - He <u>is</u> brown-skinned.





## TASK 20

In pairs, underline the verbs in the text. After that read it aloud and then display your answers in the class wall magazine.

### Hibar Syahrul Gafur



Source: [www.alysanila.wordpress.com](http://www.alysanila.wordpress.com)

Hibar Syahrul Gafur is a student of grade VIII of SMP N 1 Bogor. He comes from an ordinary family. He is the only son of his parents. He has one older sister.

Hibar Syahrul Gafur has brown skin. His face is round. He has black short hair, a pointed nose, thick eyebrows, and black slanted eyes. His body is thin.

Hibar Syahrul Gafur is a smart and creative person. He gets an achievement scholarship in his school. Hibar Syahrul Gafur also holds up his winning invention. Affected by the news that women often become victims of sexual abuse because men consider them weak, Hibar saw an opportunity to design something that women can use to ward off attackers, electricity shoes. His shoe feature a nine-volt battery packed into the sole along with circuitry to increase the voltage, all connected to two electrodes along the front of the shoe, which are cunningly disguised as decorative flourishes. A crude design by his own admission, it was still good enough to win fifth prize in LIPI's National Young Inventors Awards. At 2013 International Exhibition of Young Inventors in Malaysia, which was held in Kuala Lumpur, Hibar returned home with a gold medal in the safety and health category.

*Adapted from: the Jakarta Post*

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in Kuala Lumpur, Hibar returned home with a gold medal in the safety and health category. Awards. At 2013 International Exhibition of Young Inventors in Malaysia, which was held admission, it was still good enough to win fifth prize in LIPI's National Young Inventors shoe, which are cunningly disguised as decorative flourishes. A crude design by his own with circuitry to increase the voltage, all connected to two electrodes along the front of the sneakers, electricity shoes. The shoe feature a nine-volt battery packed into the sole along

## TASK 21

In pairs, change the verbs into the correct forms of Simple Present Tense. Read it aloud and then display your result in the class wall magazine.



Source: [www.intisari-online.com](http://www.intisari-online.com)

Antarina S. F. Amir was born on June 8, 1962. She ... (1. be) is a grand daughter of Ki Hajar Dewantara's younger brother. Education spirit, after all, ... (2. run) deep in her family.

Antarina ... (3. have) fair skin. Her face ... (4. be) round. She ... (5. have) wavy black hair and round eyes. She is not too tall.

Antarina ... (6. be) an intelligent and independent woman. After studied accounting at the University of Indonesia, her desire to be independent was burning inside her, making her to ... (7. find) a scholarship to the U.S. She then pursued her graduate degree at Clarion University of Pennsylvania, earning an MBA in marketing and she got her second MBA a master's of science in management and information systems.

Antarina ... (8. regard) the school as having "great potential", the answer of her sacred quest to ... (9. realize) the concept of ideal education. The aim ... (10. be) to create well-rounded students.

She ... (11. take) a similar path as her grandfather by founding Highscope Indonesia international schools, which ... (12. offer) a different approach to education at the time by providing more attention to children's interest in learning things. Despite her accomplishment, she still ... (13. have) three obsessions -- to build a research center, an art school and a science center. To get closer to her dreams, she ... (14. attend) and ... (15. observe) many schools outside the country for comparative studies.

*Adapted from: the Jakarta Post*

## TASK 22

Study the following explanation and then in groups of three, identify and compare the generic structure of the following texts by filling in the table. Display your answers in the class wall magazine.

### Text Organization of Descriptive text:

- Identification  
(mention the name, occupation, profession, and career)
- Description  
(mention the physical features, the way he/she dresses and his/her personality)

## Vote for Your Favourite Singer

### Azmi, the chairman of student council says:

Raisa is a talented gorgeous singer. Her face is oval. She is tall. She has black long hair, black eyes, and a pointed nose. And she has unique beautiful voice. She is also a nice and cheerful person. She is very friendly to everyone and her fans like me. She always wears simple and casual clothes but that what makes her looks more beautiful and natural.

### Marini, the secretary of student council says:

Afgan is well-known as a talented young singer. He has an oval face and black short hair. Afgan has a nice smile because he has dimples on his cheeks. He has a sweet voice and has received many awards for his work as a singer. He is also a quiet, down-to-earth, and hilarious person. Afgan also really loves his fans, "afganisme" until he dedicates one song in his second album for them.



Source: [www.merdeka.com](http://www.merdeka.com)

## Do the texts have a similarity in their structures?

	Raisa	Afgan
<b>Identification:</b> name occupation/profession or career		
<b>Description:</b> the physical features personality the way she/he dresses others		

## LET'S DO MORE

### Creating text

#### TASK 23

Study the pictures. Find the description and the personality of the figure of people below. You may work in groups of three and explore dictionary, internet, and other sources to make appropriate description text. Look at the example in picture number 1.



1.

Chris John

Source: [www.wbanews.com](http://www.wbanews.com)

hardworking  
dicipline  
determined  
be responsible

Chris John is a retired Indonesian professional boxer.

His has strong and atheltics body.

He has bald hair.

His face is square and he has brown skin.

He has a pointed nose and slanted eyes.

People know Chris John as a responsible and dicipline person. He is hardworking and has a strong will to win.

He could defend his 18 successful title and reign as featherweight champion for ten years.



2.

Cristin Hakim

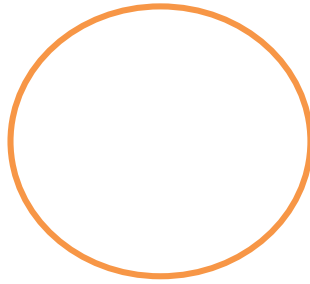
Source: [www.21cineplex.com](http://www.21cineplex.com)

3.

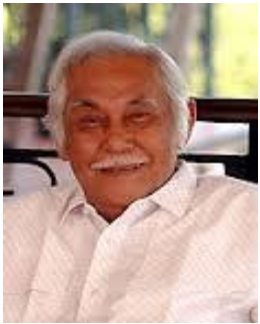


Source: [www.mediaisnet.org.com](http://www.mediaisnet.org.com)

Sapardi Djoko Damono

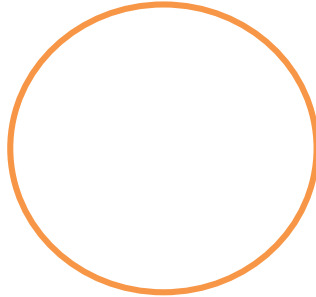


4.



Source: [www.kolo-biografi.blogspot.com](http://www.kolo-biografi.blogspot.com)

Bob Sadino

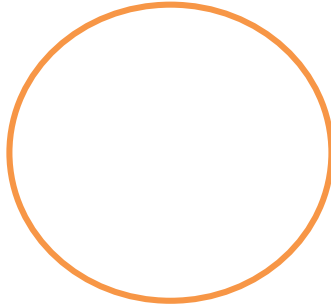


5.



Source: [www.sutarnipustakasekolah.com](http://www.sutarnipustakasekolah.com)

Joe Taslim

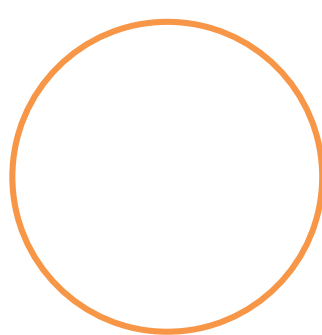


6.



Source: [www.langitperempuan.com](http://www.langitperempuan.com)

Mira Lesmana



## TASK 24

Find a picture of a famous person who inspires you and attach it on your workbook. Then, give a detail description about him/or her. Write it at 150 – 200 words. Ask your classmates to give you feedback to revise your descriptions. Put your revised drafts in the class wall magazine.

## HOMEWORK

## TASK 25

Find a song entitled “Just the Way You are” by Bruno Mars. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize the way the singer describes someone and present it in front of the class.

perfects	laugh	face	know	hair
amazing	asks	eyes	smile	think
lips	okay	stops and stares	beautiful	hates

[Verse 1]

Her eyes, her (1. \_\_\_\_\_ )

make the stars like they're not shining

Her (2. \_\_\_\_\_ ) , her hair

falls perfectly without her trying

She's so (3. \_\_\_\_\_ )

And I tell her everyday (yeahh)

I know, I (4. \_\_\_\_\_ )

When I compliment her she won't believe  
me

And it's so, it's so

Sad to (5. \_\_\_\_\_ ) that she don't see  
what I see

But everytime she me (6. \_\_\_\_\_ ) "Do I  
look okay?"

I say

[Chorus]

When I see your (7. \_\_\_\_\_ )

There's not a thing that I would change

'Cause you're amazing

Just the way you are

And when you (8. \_\_\_\_\_ )

The whole world stops and stares for a  
while

'Cause girl you're amazing

Just the way you are

[Verse 2]

Her lips, her (9. \_\_\_\_\_ )

I could kiss them all day if she let me

Her (10. \_\_\_\_\_ ), her laugh

She (11. \_\_\_\_\_ ) but I think it's so  
sexy

She's so beautiful

And I tell her everyday

Oh you know, you know, you know

I'd never ask you to change

If (12. \_\_\_\_\_ ) what you're  
searching for

Then just stay the same

So don't even bother asking if you look  
(13. \_\_\_\_\_ )

'Cause you know I'll say

[Chorus]

When I see your face

There's not a thing that I would change

'Cause you're (14. \_\_\_\_\_ )

Just the way you are

And when you smile

The whole world (15. \_\_\_\_\_ ) for a  
while

'Cause girl you're amazing

Just the way you are

The way you are

The way you are

Girl you're amazing

Just the way you are

## TASK 26

Work in pairs. Write down a description of a famous person who inspires you. Let your classmate guess who he or she is. After that, display your work in the class wall magazine.

## LET'S CHECK YOUR COMPETENCE

## TASK 27

Listen to the recording and then complete the following table. After that, say the descriptions with the correct pronunciation.

No	Names	Description
1.	Anies Baswedan	Profession: Height : Hair: Body:

		Face Nose: Characters: Others:
2.	Najwa Shihab	Profession: Hair: Face: Eyes: Height: Characters: Others:
3.	Hendra Setiawan	Profession: Age: Height: Body: Hair: Skin: Characters: Others:
4.	Andi F. Noya	Profession: Age: Height: Hair: Face: Eyes: Body: Characters: Others:
5.	Dewi Fortuna Anwar	Profession: Height: Face:



		Eyes: Nose: Body: Characters: Others:
--	--	---

## TASK 28

Read the texts and complete the table that follow by rewriting the answers down.



Source : [www.profilmerdeka.com](http://www.profilmerdeka.com)

Andrea Hirata Seman Said Harun or Andrea Hirata was born in Gantung, Belitung on 24 October 1982. He is a novelist.

Andrea Hirata has curly hair. He has fair skin, slanted eyes, a pointed nose, and a mole on his lips. He likes to wear hat.

Hirata grew up from a poor family, but because of his strong determination he could continue his education till he got a degree in economics from the University of Indonesia. He is also a smart student, he received a scholarship from the European Union in which he got his master's degree in Europe; first at the University of Paris then at Sheffield Hallam University in Britain.

Hirata released *Laskar Pelangi* (The Rainbow Troops) in 2005. The novel, was based on his childhood experiences in Belitung. The novel is also spawned three sequels: *Sang Pemimpi* (The Dreamer), *Edensor* and *Maryamah Karpov*.

*Laskar Pelangi* was adapted into a film of the same name in 2008 by directors Riri Riza and Mira Lesmana. The film became the most-viewed Indonesian film of all time, being seen by 4.6 million viewers during its theatrical run. By 2012 the English translation of his novel *Laskar Pelangi* were for sale in twenty countries; Hirata was the first Indonesian writer to be published with FSG.

Besides writing, Andrea likes composing a song. Some of the songs that he made became soundtrack of *Laskar Pelangi* the Series sang by Meda and Cut Mini.

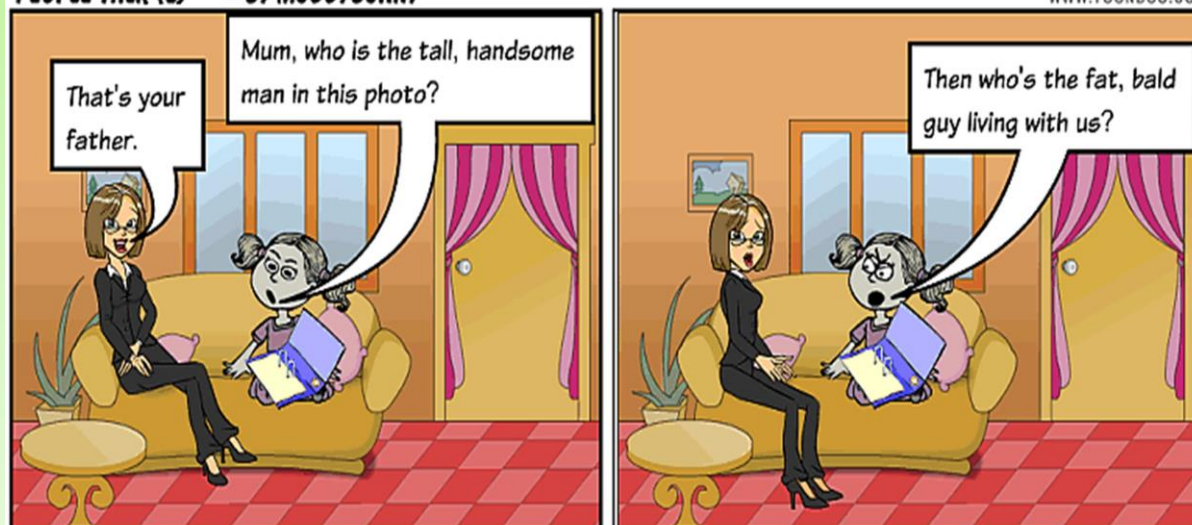
### Questions:

What is his name?	
What is his occupation/ profession or career?	
How is his physical features?	
How is his personality?	
What are others things described about him?	

## FUN SPACES

PEOPLE TALK (2) - BY MUDDYBUNNY

WWW.TOONDOO.COM



Taken from: [www.learnenglish.de](http://www.learnenglish.de)

## LET'S MAKE REFLECTION

Before I studied this unit	I didn't understand ..... .....
When I was studying this unit	Difficulties: ..... How I overcame the difficulties: ..... ..... .....
After I had studied this unit	I think ..... ..... .....

## LET'S MAKE A SUMMARY

In this unit, you learn:

**Descriptive text is a text which is telling about the characteristics of a particular thing, such as person's characteristics or description.**

**The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.**

Formula:

	Verbal sentence	Nominal sentence
Statement	I/we/you/they + V1 + O/adj/adv he/she/it + V1 + -s/-es	Subject + be (am,is,are) + adj,adv,noun
Negative	I/we/you/they + do not + V1 he/she/it + does not + V1	Subject + be (am,is,are) + not + adj,adv,noun

# **APPENDIX G**

## **THE EXPERT JUDGEMENT QUESTIONNAIRE**

## SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesiediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Bapak Ari Purnawan, S.Pd.,M.Pd.,M.A.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Tiara Sekarwangi

NIM : 10202244061

Judul Penelitian : *Developing Inquiry-based Learning Materials for Grade X Students of Senior High School*

Memohon dengan sangat kesiediaan Bapak untuk memberikan Expert Judgment pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris berbasis Inquiry untuk kelas X SMA.

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan Bapak, saya ucapkan banyak terima kasih.

Yogyakarta, 1 Oktober 2014

Pemohon

Tiara Sekarwangi

NIM. 10202244061

## ANGKET EVALUASI MATERI BAHASA INGGRIS

### UNTUK SISWA SMA KELAS X

(Diadaptasi dari Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA)

#### A. Data Responden

Nama : \_\_\_\_\_

NIP : \_\_\_\_\_

Jenis kelamin : P / L (*coret yang tidak perlu*)

Pendidikan : (     ) D3    (     ) S1    (     ) S2    (     ) S3

Lama Mengajar : \_\_\_\_\_ tahun

#### B. Evaluasi Materi Pembelajaran

Petunjuk pengisian

Berilah tanda centang (✓) pada salah satu kolom SS/ S/ TS/ STS yang sesuai dengan pendapat Anda. Anda juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)	TS : Tidak Setuju (2)
S : Setuju (3)	STS : Sangat Tidak Setuju (1)

**UNIT 1**  
**“IT’S NICE TO MEET YOU”**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Butir	SS	S	TS	STS
<b>I.</b>	<b>Kelayakan Isi</b>				
	1. Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
	2. Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar kurikulum 2013 untuk kelas X SMA.				
	3. Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.				
	4. Materi yang dikembangkan mengandung pengetahuan serta sikap yang mengandung kecakapan hidup.				
	5. Materi pembelajaran yang dikembangkan mencakup pembelajaran tentang struktur teks.				
	6. Materi pembelajaran yang dikembangkan mencakup tentang fungsi sosial teks.				

	7. Materi pembelajaran yang dikembangkan mencakup tentang fitur linguistic teks.				
	8. Materi pembelajaran yang dikembangkan mencakup pembelajaran <i>vocabulary</i> yang relevan.				
	9. Materi pembelajaran yang dikembangkan mencakup pembelajaran <i>pronunciation</i> yang relevan.				
	10. Bahan ajar (teks, table, gambar, lampiran, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas.				
	Lain-lain ...				
<b>II</b>	<b>Kelayakan Bahasa</b>				
	11. Bahasa yang digunakan dalam instruksi dan penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
	12. Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.				
	13. Bahasa yang disajikan jelas dan mudah dipahami oleh peserta didik.				
	14. Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
	15. Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.				
	16. Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				
	Lain-lain ...				
<b>III</b>	<b>Kelayakan Penyajian</b>				
	17. Materi pembelajaran meliputi bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap bab/ unit.				
	18. Materi pembelajaran seimbang pada setiap unit/ bab.				
	19. Materi pembelajaran disusun berdasarkan urutan pembelajaran <i>Inquiry</i>				
	20. Materi pembelajaran mendorong terjadinya kegiatan komunikasi lisan dan tulis dalam bahasa Inggris.				
	21. Materi pembelajaran mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara				



	peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
	22. Materi pembelajaran mendorong peserta didik untuk berpartisipasi aktif di kelas.				
	23. Materi pembelajaran mendorong peserta didik untuk berfikir dan bertindak secara kreatif.				
	24. Materi pembelajaran mendorong peserta didik dalam proses belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.				
	25. Materi pembelajaran mendorong peserta didik untuk mengenali keberhasilan atau kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi dalam bahasa Inggris.				
	26. Materi pembelajaran diawali dengan kegiatan orientasi dimana peserta didik mempelajari tujuan dan topik pembelajaran.				
	27. Setelah kegiatan orientasi, peserta didik merumuskan masalah yang ingin dikaji berdasarkan tujuan dan topik pembelajaran.				
	28. Setelah merumuskan masalah, peserta didik merumuskan jawaban sementara dari suatu permasalahan yang sedang dikaji.				
	29. Setelah merumuskan jawaban sementara atas masalah yang sedang dikaji, peserta didik mengumpulkan informasi yang dibutuhkan untuk menjawab masalah, menentukan jawaban yang dianggap diterima, dan mendeskripsikan temuan yang diperoleh.				
	30. Materi pembelajaran dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
	31. Materi pembelajaran dilengkapi dengan tugas pekerjaan rumah.				
	32. Materi pembelajaran dilengkapi dengan tugas evaluasi pembelajaran.				
	33. Materi pembelajaran dilengkapi dengan cultural atau fun part yang relevan dengan proses pembelajaran.				
	Lain-lain ...				
<b>IV</b>	<b>Kelayakan Kegrafikaan</b>				
	34. Tata letak (judul, kata pengantar, ilustrasi, dll) pada setiap awal bab konsisten.				
	35. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.				

	36. Materi pembelajaran tidak terlalu banyak menggunakan jenis huruf (font).				
	37. Materi pembelajaran ditulis dengan jenis huruf yang mudah dibaca.				
	Lain-lain ...				

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang disediakan.

1. Secara umum, apakah tanggapan Bapak mengenai materi yang telah dikembangkan?

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2. Secara umum, apakah kekurangan dari materi yang telah dikembangkan?

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3. Apakah saran Bapak bagi materi yang telah dikembangkan?

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.....

**REKOMENDASI**

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris berbasis Inquiry untuk SMA kelas X UNIT 1 dengan judul “IT’S NICE TO MEET YOU” dinyatakan\*:

☐

Layak tanpa revisi

☐

Tidak layak

☐

Layak dengan revisi sebagai berikut:

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Oktober 2014

Evaluator Materi

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NIP.

## UNIT 2

### “CONGRATULATIONS! YOU’VE DONE A GREAT JOB”

Dikembangkan berdasarkan Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended), serta responnya, sesuai dengan konteks penggunaannya.

3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (extended), serta responnya, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Butir	SS	S	TS	STS
<b>I</b>	<b>Kelayakan Isi</b>				
	1. Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
	2. Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar kurikulum 2013 untuk kelas X SMA.				

	3. Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.				
	4. Materi yang dikembangkan mengandung pengetahuan serta sikap yang mengandung kecakapan hidup.				
	5. Materi pembelajaran yang dikembangkan mencakup pembelajaran tentang struktur teks.				
	6. Materi pembelajaran yang dikembangkan mencakup tentang fungsi sosial teks.				
	7. Materi pembelajaran yang dikembangkan mencakup tentang fitur linguistic teks.				
	8. Materi pembelajaran yang dikembangkan mencakup pembelajaran <i>vocabulary</i> yang relevan.				
	9. Materi pembelajaran yang dikembangkan mencakup pembelajaran <i>pronunciation</i> yang relevan.				
	10. Bahan ajar (teks, table, gambar, lampiran, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas.				
	Lain-lain ...				
<b>II</b>	<b>Kelayakan Bahasa</b>				
	11. Bahasa yang digunakan dalam instruksi dan penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
	12. Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.				
	13. Bahasa yang disajikan jelas dan mudah dipahami oleh peserta didik.				
	14. Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
	15. Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.				
	16. Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				
	Lain-lain ...				

<b>III</b>	<b>Kelayakan Penyajian</b>				
	17. Materi pembelajaran meliputi bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap bab/ unit.				
	18. Materi pembelajaran seimbang pada setiap unit/ bab.				
	19. Materi pembelajaran disusun berdasarkan urutan pembelajaran <i>Inquiry</i>				
	20. Materi pembelajaran mendorong terjadinya kegiatan komunikasi lisan dan tulis dalam bahasa Inggris.				
	21. Materi pembelajaran mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
	22. Materi pembelajaran mendorong peserta didik untuk berpartisipasi aktif di kelas.				
	23. Materi pembelajaran mendorong peserta didik untuk berfikir dan bertindak secara kreatif.				
	24. Materi pembelajaran mendorong peserta didik dalam proses belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.				
	25. Materi pembelajaran mendorong peserta didik untuk mengenali keberhasilan atau kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi dalam bahasa Inggris.				
	26. Materi pembelajaran diawali dengan kegiatan orientasi dimana peserta didik mempelajari tujuan dan topik pembelajaran.				
	27. Setelah kegiatan orientasi, peserta didik merumuskan masalah yang ingin dikaji berdasarkan tujuan dan topik pembelajaran.				
	28. Setelah merumuskan masalah, peserta didik merumuskan jawaban sementara dari suatu permasalahan yang sedang dikaji.				
	29. Setelah merumuskan jawaban sementara atas masalah yang sedang dikaji, peserta didik mengumpulkan informasi yang dibutuhkan untuk menjawab masalah, menentukan jawaban yang dianggap diterima, dan mendeskripsikan temuan yang diperoleh.				
	30. Materi pembelajaran dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				

	31. Materi pembelajaran dilengkapi dengan tugas pekerjaan rumah.				
	32. Materi pembelajaran dilengkapi dengan tugas evaluasi pembelajaran.				
	33. Materi pembelajaran dilengkapi dengan cultural atau fun part yang relevan dengan proses pembelajaran.				
	Lain-lain ...				
<b>IV</b>	<b>Kelayakan Kegrafikaan</b>				
	34. Tata letak (judul, kata pengantar, ilustrasi, dll) pada setiap awal bab konsisten.				
	35. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.				
	36. Materi pembelajaran tidak terlalu banyak menggunakan jenis huruf (font).				
	37. Materi pembelajaran ditulis dengan jenis huruf yang mudah dibaca.				
	Lain-lain ...				

#### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang disediakan.

1. Secara umum, apakah tanggapan Bapak mengenai materi yang telah dikembangkan?

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2. Secara umum, apakah kekurangan dari materi yang telah dikembangkan?

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- .....
3. Apakah saran Bapak bagi materi yang telah dikembangkan?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris berbasis Inquiry untuk SMA kelas X UNIT 2 dengan judul “CONGRATULATIONS! YOU’VE DONE A GREAT JOB” dinyatakan\*:

☐

Layak tanpa revisi

☐

Tidak layak

☐

Layak dengan revisi sebagai berikut:

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta,    Oktober 2014

Evaluator Materi

\_\_\_\_\_  
NIP.

### UNIT 3

#### “CAN YOU DESCRIBE THEM?”

Dikembangkan berdasarkan Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Butir	SS	S	TS	STS
<b>I</b>	<b>Kelayakan Isi</b>				
	1. Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
	2. Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar kurikulum 2013 untuk kelas X SMA.				
	3. Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.				
	4. Materi yang dikembangkan mengandung pengetahuan serta sikap yang mengandung kecakapan hidup.				
	5. Materi pembelajaran yang dikembangkan mencakup pembelajaran tentang struktur teks.				

	6. Materi pembelajaran yang dikembangkan mencakup tentang fungsi sosial teks.				
	7. Materi pembelajaran yang dikembangkan mencakup tentang fitur linguistic teks.				
	8. Materi pembelajaran yang dikembangkan mencakup pembelajaran <i>vocabulary</i> yang relevan.				
	9. Materi pembelajaran yang dikembangkan mencakup pembelajaran <i>pronunciation</i> yang relevan.				
	10. Bahan ajar (teks, table, gambar, lampiran, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas.				
	Lain-lain ...				
<b>II</b>	<b>Kelayakan Bahasa</b>				
	11. Bahasa yang digunakan dalam instruksi dan penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
	12. Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.				
	13. Bahasa yang disajikan jelas dan mudah dipahami oleh peserta didik.				
	14. Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
	15. Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.				
	16. Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				
	Lain-lain ...				
<b>III</b>	<b>Kelayakan Penyajian</b>				
	17. Materi pembelajaran meliputi bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap bab/ unit.				
	18. Materi pembelajaran seimbang pada setiap unit/ bab.				

	19. Materi pembelajaran disusun berdasarkan urutan pembelajaran <i>Inquiry</i>				
	20. Materi pembelajaran mendorong terjadinya kegiatan komunikasi lisan dan tulis dalam bahasa Inggris.				
	21. Materi pembelajaran mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
	22. Materi pembelajaran mendorong peserta didik untuk berpartisipasi aktif di kelas.				
	23. Materi pembelajaran mendorong peserta didik untuk berfikir dan bertindak secara kreatif.				
	24. Materi pembelajaran mendorong peserta didik dalam proses belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.				
	25. Materi pembelajaran mendorong peserta didik untuk mengenali keberhasilan atau kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi dalam bahasa Inggris.				
	26. Materi pembelajaran diawali dengan kegiatan orientasi dimana peserta didik mempelajari tujuan dan topik pembelajaran.				
	27. Setelah kegiatan orientasi, peserta didik merumuskan masalah yang ingin dikaji berdasarkan tujuan dan topik pembelajaran.				
	28. Setelah merumuskan masalah, peserta didik merumuskan jawaban sementara dari suatu permasalahan yang sedang dikaji.				
	29. Setelah merumuskan jawaban sementara atas masalah yang sedang dikaji, peserta didik mengumpulkan informasi yang dibutuhkan untuk menjawab masalah, menentukan jawaban yang dianggap diterima, dan mendeskripsikan temuan yang diperoleh.				
	30. Materi pembelajaran dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
	31. Materi pembelajaran dilengkapi dengan tugas pekerjaan rumah.				
	32. Materi pembelajaran dilengkapi dengan tugas evaluasi pembelajaran.				
	33. Materi pembelajaran dilengkapi dengan cultural atau fun part yang relevan dengan proses pembelajaran.				

	Lain-lain ...				
<b>IV</b>	<b>Kelayakan Kegrafikaan</b>				
	34. Tata letak (judul, kata pengantar, ilustrasi, dll) pada setiap awal bab konsisten.				
	35. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.				
	36. Materi pembelajaran tidak terlalu banyak menggunakan jenis huruf (font).				
	37. Materi pembelajaran ditulis dengan jenis huruf yang mudah dibaca.				
	Lain-lain ...				

#### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang disediakan.

1. Secara umum, apakah tanggapan Bapak mengenai materi yang telah dikembangkan?

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2. Secara umum, apakah kekurangan dari materi yang telah dikembangkan?

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.....

3. Apakah saran Bapak bagi materi yang telah dikembangkan?

.....

.....

.....

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris berbasis Inquiry untuk SMA kelas X UNIT 3 dengan judul “CAN YOU DESCRIBE THEM?” dinyatakan\*:

☐

Layak tanpa revisi

☐

Tidak layak

☐

Layak dengan revisi sebagai berikut:

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta,    Oktober 2014

Evaluator Materi

\_\_\_\_\_  
NIP.

# **APPENDIX H**

## **THE EXPERT JUDGEMENT DATA**



**THE RESULTS OF MATERIALS EVALUATION QUESTIONNAIRE  
(EXPERT JUDGEMENT)**

**UNIT 1**

No	Evaluated Aspect	Items	Score
1.	Content	The developed materials are in accordance with the learning objectives.	4
		The developed materials are in accordance with Core Competencies and Basic Competencies of Senior High School Grade X.	4
		The developed materials explore some texts which are relevant to the learners' daily life.	4
		The developed materials contain knowledge and attitude about life skill.	4
		The developed materials include guidance related to the comprehension of the text structure of the discussed text.	3
		The developed materials include guidance related to the social function of the discussed text.	3
		The developed materials include guidance related to the linguistic features of the discussed text.	3
		The developed materials include the relevant vocabularies.	4
		The developed materials include the relevant pronunciation.	4
		Materials (text, tables, figures, appendix, etc.) are taken from relevant sources to the topics being discussed.	4
		Mean (x)	
2.	Language	The language used in instruction and explanation are relevant to learners' cognitive development.	4
		The language used in instruction and explanation are relevant to learners' language development.	4
		The language used in the materials are explicit and easily understood by the learners.	4
		The developed materials use English grammatically.	3
		The unit/ activities/ paragraphs/ sentences in the developed materials are coherent and cohesive.	4
		Texts in the developed materials reflect a unity of ideas.	4
Mean (x)			3.83

*(continued)*

3.	Presentation	The learning materials contain opening activities, main activities, evaluation, reflection, and summary.	4
		There is a good balance among the tasks in each unit of the developed materials.	3
		The learning materials are developed based on the steps of Inquiry-based learning.	4
		The learning materials encourage the learners to communicate in English in either spoken or written manner.	4
		The learning materials encourage the learners to interact among them, to interact with the teachers, and to interact with the wider community in English.	4
		The learning materials encourage the learners to actively participate in the learning process.	4
		The learning materials encourage the learners to think and act creatively.	4
		The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	4
		The learning materials encourage the learners to recognize their success and their lack in communicating and learning English.	4
		The first step related the approach applied in the learning materials is orientation. In this part, the learners study the topic being discussed and the learning objectives.	4
		After “orientation” part, learners formulate relevant questions based on the topic being discussed and the learning objectives.	4
		After formulating questions, learners propose temporary answers of those questions.	4
		After proposing temporary answers, learners collect information, identify the correct answers of the questions, and communicate the answers to others.	4
		The learning materials are featured with the summary of the main lesson in each unit.	4
		The learning materials are featured with homework tasks.	4
		The learning materials are featured with evaluation tasks.	4

(continued)

		The learning materials are featured with cultural or fun part which are relevant to the learning process.	4
		<b>Mean (x)</b>	3.94
4.	Graphic	The lay-out (title, preface, illustration, etc.) in each unit is consistence.	4
		The illustration can help the learners to understand the given information.	3
		The use of font variation in the learning materials is balance.	4
		The use of font type in the learning materials can be easily read by the learners.	4
		<b>Mean (x)</b>	3.5

## UNIT 2

No	Evaluated Aspect	Items	Means
1.	Content	The developed materials are in accordance with the learning objectives.	4
		The developed materials are in accordance with Core Competencies and Basic Competencies of Senior High School Grade X.	4
		The developed materials explore some texts which are relevant to the learners' daily life.	4
		The developed materials contain knowledge and attitude about life skill.	4
		The developed materials include guidance related to the comprehension of the text structure of the discussed text.	4
		The developed materials include guidance related to the social function of the discussed text.	4
		The developed materials include guidance related to the linguistic features of the discussed text.	3
		The developed materials include the relevant vocabularies.	3
		The developed materials include the relevant pronunciation.	3
		Materials (text, tables, figures, appendix, etc.) are taken from relevant sources to the topics being discussed.	4
		<b>Mean (x)</b>	3.7
2. .	Language	The language used in instruction and explanation are relevant to learners' cognitive development.	4

(continued)

		The language used in instruction and explanation are relevant to learners' language development.	4
		The language used in the materials are explicit and easily understood by the learners.	4
		The developed materials use English grammatically.	3
		The unit/ activities/ paragraphs/ sentences in the developed materials are coherent and cohesive.	4
		Texts in the developed materials reflect a unity of ideas.	4
		<b>Mean (x)</b>	<b>3.83</b>
3.	Presentation	The learning materials contain opening activities, main activities, evaluation, reflection, and summary.	4
		There is a good balance among the tasks in each unit of the developed materials.	3
		The learning materials are developed based on the steps of Inquiry-based learning.	4
		The learning materials encourage the learners to communicate in English in either spoken or written manner.	4
		The learning materials encourage the learners to interact among them, to interact with the teachers, and to interact with the wider community in English.	4
		The learning materials encourage the learners to actively participate in the learning process.	4
		The learning materials encourage the learners to think and act creatively.	4
		The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	4
		The learning materials encourage the learners to recognize their success and their lack in communicating and learning English.	4
		The first step related the approach applied in the learning materials is orientation. In this part, the learners study the topic being discussed and the learning objectives.	4
		After "orientation" part, learners formulate relevant questions based on the topic being discussed and the learning objectives.	4
		After formulating questions, learners propose temporary answers of those questions.	4

(continued)

		After proposing temporary answers, learners collect information, identify the correct answers of the questions, and communicate the answers to others.	4
		The learning materials are featured with the summary of the main lesson in each unit.	4
		The learning materials are featured with homework tasks.	4
		The learning materials are featured with evaluation tasks.	4
		The learning materials are featured with cultural or fun part which are relevant to the learning process.	4
		<b>Mean (x)</b>	3.94
4.	Graphic	The lay-out (title, preface, illustration, etc.) in each unit is consistence.	4
		The illustration can help the learners to understand the given information.	3
		The use of font variation in the learning materials is balance.	3
		The use of font type in the learning materials can be easily read by the learners.	4
		<b>Mean (x)</b>	3.5

### UNIT 3

No	Evaluated Aspect	Items	Means
1.	Content	The developed materials are in accordance with the learning objectives.	4
		The developed materials are in accordance with Core Competencies and Basic Competencies of Senior High School Grade X.	4
		The developed materials explore some texts which are relevant to the learners' daily life.	4
		The developed materials contain knowledge and attitude about life skill.	4
		The developed materials include guidance related to the comprehension of the text structure of the discussed text.	4
		The developed materials include guidance related to the social function of the discussed text.	4
		The developed materials include guidance related to the linguistic features of the discussed text.	4

(continued)

		The developed materials include the relevant vocabularies.	4
		The developed materials include the relevant pronunciation.	4
		Materials (text, tables, figures, appendix, etc.) are taken from relevant sources to the topics being discussed.	4
		<b>Mean (x)</b>	4
2. .	Language	The language used in instruction and explanation are relevant to learners' cognitive development.	4
		The language used in instruction and explanation are relevant to learners' language development.	4
		The language used in the materials are explicit and easily understood by the learners.	4
		The developed materials use English grammatically.	3
		The unit/ activities/ paragraphs/ sentences in the developed materials are coherent and cohesive.	4
		Texts in the developed materials reflect a unity of ideas.	4
		<b>Mean (x)</b>	3.83
3.	Presentation	The learning materials contain opening activities, main activities, evaluation, reflection, and summary.	4
		There is a good balance among the tasks in each unit of the developed materials.	3
		The learning materials are developed based on the steps of Inquiry-based learning.	4
		The learning materials encourage the learners to communicate in English in either spoken or written manner.	4
		The learning materials encourage the learners to interact among them, to interact with the teachers, and to interact with the wider community in English.	4
		The learning materials encourage the learners to actively participate in the learning process.	4
		The learning materials encourage the learners to think and act creatively.	4
		The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	4
		The learning materials encourage the learners to recognize their success and their lack in communicating and learning English.	4

(continued)

		The first step related the approach applied in the learning materials is orientation. In this part, the learners study the topic being discussed and the learning objectives.	4
		After “orientation” part, learners formulate relevant questions based on the topic being discussed and the learning objectives.	4
		After formulating questions, learners propose temporary answers of those questions.	4
		After proposing temporary answers, learners collect information, identify the correct answers of the questions, and communicate the answers to others.	4
		The learning materials are featured with the summary of the main lesson in each unit.	4
		The learning materials are featured with homework tasks.	4
		The learning materials are featured with evaluation tasks.	4
		The learning materials are featured with cultural or fun part which are relevant to the learning process.	4
		<b>Mean (x)</b>	3.94
4.	Graphic	The lay-out (title, preface, illustration, etc.) in each unit is consistence.	4
		The illustration can help the learners to understand the given information.	4
		The use of font variation in the learning materials is balance.	4
		The use of font type in the learning materials can be easily read by the learners.	4
		<b>Mean (x)</b>	4

# **APPENDIX I**

## **THE FINAL DRAFT OF THE MATERIALS**





# **INQUIRY-BASED LEARNING MATERIALS**

**FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOL**

**TIARA SEKARWANGI/ENGLISH STUDY PROGRAM (10202244061)**

# UNIT 1

## IT'S NICE TO MEET YOU



Source: [www.jabattangan.kaskus.co.id](http://www.jabattangan.kaskus.co.id)

**At school and in your daily life, you meet new people and you need to introduce yourself to them and also possibly introduce your friends to others. You also need to ask and respond to others who introduce themselves to you. What do you say when you meet somebody for the first time? Do you know how to introduce yourself or somebody to others in English?**

**Do you like reading and writing? Have you ever read or written a text to your new friend? Can you read and write such texts effectively? You can learn about those in this unit.**



## 1. Listen and Speak

### Orientation

### TASK 1

Study the learning objectives below.

In this section, you will learn:

- ✓ **Listening:**
  - Responding to somebody who introduces himself/herself to you.
- ✓ **Speaking:**
  - Introducing yourself and others.

### Formulating problems & proposing hypotheses

### TASK 2

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What expressions are used to introduce yourself and others?
2. What expressions are used to ask others about them?
3. What expressions are used to tell others about yourself?
4. What words are used to introduce yourself and others?
5. How do you pronounce words in introducing yourself and others?
6. What is the social purpose of introducing text?
7. What is the generic structure of introducing text?
8. What are steps in introducing yourself?
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.
7.
8.

### TASK 3



Listen to the recording and then number the pictures based on the words you hear.

1

☐☐

2



Source: [www.karinaaprilia.blogspot.com](http://www.karinaaprilia.blogspot.com)

source: [www.karinaaprilia.blogspot.com](http://www.karinaaprilia.blogspot.com)

3

☐☐

4



Source: [www.prices-chocolates.com](http://www.prices-chocolates.com)

Source: [www.jabattangankaskus.co.id](http://www.jabattangankaskus.co.id)

## TASK 4

Study the pictures and answer the questions orally.

1



Source: [www.jabatlintaspomosda.blogspot.com](http://www.jabatlintaspomosda.blogspot.com)

2



Source: [www.zukapersona.wordpress.com](http://www.zukapersona.wordpress.com)

### Questions:

1. What are they doing in Picture 1 and Picture 2?
2. In Picture 1, how do they greet each other?
3. In Picture 2, how do they greet each other?
4. Do you think they know each other?
5. What will you say when you meet someone you want to introduce yourself to?
6. Will you ask his/her name?
7. Is it alright to ask his/her age or religion? Why/why not?
8. What kinds of information do you want to ask?
9. How do you introduce yourself?

## LET'S ACT

Collecting data, testing the hypotheses, & formulating conclusions

### TASK 5

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

address /ə'dres/ (n)	menyukai
to have /tu: həv/ (v)	tinggal
hobby /'hɒbi/ (n)	pekerjaan
to like /tu: laɪk/ (v)	asal
to meet /tu: mi:t/ (v)	memiliki
to live /tu: liv/ (v)	kegemaran
origin /'ɒrɪdʒɪn/ (n)	bertemu
pleased /pli:zd/ (adj)	membaca
profession /prə'feʃn/ (n)	senang
to read /tu: ri:d/ (v)	alamat



## TASK 6

In pairs, listen to the dialogue and then state whether the statements below are TRUE or FALSE. Correct the false statement. Before listening to the dialogue, read the statements first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class. Number one has been done for you.

classmate /kla:smert/	: teman sekelas
introduce /,intrə'dju:s/	: memperkenalkan
live /lɪv/	: tinggal
prefer /pri'fɜ:(r)/	: lebih suka
student /'stju:dnt/	: murid/siswa

No	Statements	TRUE	FALSE	Corrections
1.	The speakers are new students of junior high school.		√	The speakers are new students of senior high school.
2.	The speakers have already known each other since the student's orientation course.			
3.	Asep was Markus's classmate.			
4.	Asep, Ayu, and Markus are in the different class.			
5.	Asep comes from Java.			
6.	Ayu and Markus are living in the same neighbourhood.			
7.	Ayu and Markus have the same hobbies.			
8.	Markus likes reading manga.			

## TASK 7

Listen to the dialogue in Task 6 and in groups of three answer the questions below. Before listening to the dialogue, read the questions first and then jot down the important information. After that, report your answers to the class. Number one has been done for you.

1. Why does Asep say *good morning*?

*He wants to greet somebody.*

2. What is Asep's intention when he says *his name is Asep*?

\_\_\_\_\_

3. Explain what is meant by the expression *I'd like you to meet Markus* said by Ayu to Asep?

\_\_\_\_\_

4. Why does Asep say *nice to meet you* to Markus?

\_\_\_\_\_

5. What is the meaning of Markus's expression when he asks *where are you from* Asep?

\_\_\_\_\_

6. *I am from Cilacap*. What does this expression mean?

\_\_\_\_\_

7. What is the meaning of Asep's expression when he asks *where do you stay* to Markus?

\_\_\_\_\_

8. Why does Markus say that *he lives at Kadipiro, Kasihan, Bantul*?

\_\_\_\_\_

9. Explain what is meant by the expression *do you like Agatha Christie novel* said by Asep to Ayu?

\_\_\_\_\_

10. *Markus prefers reading manga to novel*. What does this expression mean?

\_\_\_\_\_



## TASK 8

Referring to the dialogue in Task 6, in pairs answer the questions below. Share your answers with your friends.

1. Why does Asep ask Ayu whether she is also a new student or not?
2. Why does Ayu want Asep to meet Markus?
3. What expression does Ayu use to introduce Markus to Asep?
4. What expression does Markus use to ask Markus's origin?
5. How does Asep tell about his origin, address, and hobby?

## TASK 9

Study the following explanation about Simple Present Tense.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

Statement	Verbal sentence				Nominal sentence		
	I/we/you/they	+V1+	O/adj/ adv	S	+be (am,is, are)+	adj, adv, noun	
	he/she/it	+V1+ -s/-es+	O/adj/ adv				
Question	Wh questions	+do/ does /did/ +	S+	V1	Wh questions	+be (is,am, are)+	O
Examples in sentences:	In Task 6, you hear: Q: Where <u>do</u> you <u>live</u> ? A: Ayu and I <u>live</u> in Kadipiro, Kasihan, Bantul.				In Task 6, you hear: Q: Where <u>are</u> you from Asep? A: I <u>am</u> from Cilacap.		



## TASK 10

In pairs, listen to the dialogue carefully. Before listening to the dialogue, read the transcript first. There are twelve differences between what you hear and what you read. Underline and correct them. Act it out with your friends.

playing /pleɪ/	: bermain
listening /lɪsnɪ/	: mendengarkan
travelling /trævəlɪ/	: berpergian
climbing /klaɪmɪ/	: mendaki

**Situation:** Today is the first day of lesson for freshman in grade X. Nugroho introduces himself to his new friends.

- Nugroho : Hi, I am Nugroho. What's your name?
- Marini : My name is Marini. Pleased to meet you.
- Nugroho : Pleased to meet you. By the way, where do you come from, Marini?
- Marini : I am from Padang. What about you?
- Nugroho : I am from Yogyakarta. I just moved here last week.
- Marini : Really? Then, where are you live now?
- Nugroho : I live in jalan Merdeka.
- Marini : Oh, jalan Merdeka is near a course which I learn playing violin. My hobbies is playing violin and listening to music. What is your hobby, Nugroho?
- Nugroho : My hobby are travelling.
- Marini : So, you like travelling? Ni Ida likes travelling too.
- Marini : Ni ida, this Nugroho. His hobby is travelling like you.
- Ni ida : Oh, really? Hi, Nugroho. Nice to meet you.
- Nugroho : Nice to meet you.
- Ni ida : Have you ever been to Mount Bromo? I plan to go there with my family next week. Want to join us? You can invite your family too.
- Nugroho : Wow, that sounds great. I had one brother and his hobby is climbing mountain. He joins pecinta alam in his campus. My family likes travelling. They will like it.
- Ni ida : Good then. We can go together.
- Nugroho : Ok, thanks Ni ida.
- Ni Ida : You're welcome.

## TASK 11

Read the explanation in Task 9, and then in groups of three, study the following sentences and find the differences by classifying the answers on the table below. After that, share the answers with the class.

1. My name is Nugroho.
2. What is your name?
3. I am Marini.
4. Where do you live?
5. I live on jalan Merdeka.
6. My hobbies are playing violin and listening to music.
7. Ni Ida loves travelling.
8. They will like it.

**What are the differences?  
Can you find them?**

No	Statements			Questions			
	S	V1	o/adj/adv/ adj/adv/noun	Wh questions	do/does/did	+ S +	V
		is, am, are			be (is,am,are)	+ O	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

## TASK 12

Match the following expressions with their responses on the right.

### Introducing, asking information

Good morning. May I know your name?

Where do you come from?

Where do you live?

What are your hobbies?

Do you have any brother or sisters?

Ayu, I'd like you to meet Markus.

### Responses

I live in Banjarbaru.

Hi Asep, nice to meet you.

Good morning. My name is Ayu.

I come from Banjarmasin.

I have two brothers and no sister.

My hobbies are watching movies and swimming.

## TASK 13

Read the expressions in Task 12 once again. Say those expressions with the correct pronunciation. Listen and repeat after your teacher.

## TASK 14

Study the list of expressions below.

### List of expressions

#### Introducing oneself

- First let me introduce myself.
- My name is ....
- Allow me to introduce myself.
- I'm ...
- Excuse me my name is ...
- How do you do? My name is ....
- Hi! I'm ...

		<ul style="list-style-type: none"> <li>• Hello! My name is ...</li> <li>• Good morning. My name's ...</li> </ul>
<b>Introducing others</b>		<ul style="list-style-type: none"> <li>• I would like to introduce you to ....</li> <li>• Let me introduce you to ...</li> <li>• This is Marini.</li> <li>• Allow me to introduce ....</li> <li>• I'd like you to meet ...</li> <li>• Do you know ...</li> <li>• Oh look, here is Marini.</li> <li>• Markus–Marini, Marini–Markus.</li> </ul>
<b>Asking information</b>	Name	<ul style="list-style-type: none"> <li>• What's your name?</li> <li>(full/nick) name?</li> <li>(first/middle/last) name?</li> <li>May I know your name?</li> <li>Could you tell me your name?</li> </ul>
	Origin	<ul style="list-style-type: none"> <li>• Where are you from?</li> <li>Where do you come from?</li> </ul>
	Address	<ul style="list-style-type: none"> <li>• What is your address?</li> <li>Where do you live?</li> <li>Where do you stay?</li> </ul>
	Job/ profession/ occupation	<ul style="list-style-type: none"> <li>• What are you?</li> <li>What do you do?</li> <li>What is your parents' job?</li> <li>Where do your parents work?</li> </ul>
	Hobby	<ul style="list-style-type: none"> <li>• What is your hobby?</li> <li>What are your hobbies?</li> </ul>
	Family	<ul style="list-style-type: none"> <li>• Do you have any brothers or sisters?</li> <li>How many brothers and sisters do you have?</li> </ul>
	Name	<ul style="list-style-type: none"> <li>• My name is ...</li> <li>My (full/nick) name is ...</li> <li>My (first/middle/last) name is ...</li> <li>Sure. My name is ...</li> </ul>

<b>Responses</b>	Origin	<ul style="list-style-type: none"> <li>I am from ...</li> <li>I come from ...</li> </ul>
	Address	<ul style="list-style-type: none"> <li>My address is jalan Imam Bonjol 14<sup>th</sup></li> <li>Yogyakarta</li> <li>I live in ... (name of city)</li> <li>I live on ... (name of street)</li> <li>I live at ... (complete)</li> </ul>
	Job/ profession/ occupation	<ul style="list-style-type: none"> <li>I study at ...</li> <li>I go to SMA ...</li> <li>My parents work at ...</li> <li>My parents' job are ...</li> </ul>
	Hobby	<ul style="list-style-type: none"> <li>My hobby is ...</li> <li>My hobbies are ...</li> </ul>
	Family	<ul style="list-style-type: none"> <li>Yes, I do.</li> <li>I have two brothers and no sister.</li> <li>No, I don't.</li> </ul>

## TASK 15

Listen to the dialogue, fill in the blank spaces with the suitable expressions below. Then, act it out with your friends. Before listening to the dialogue, read the transcript first and then jot down the important point.

- Ni Ida : Hi. Are you also a new member of this school magazine club?
- Titis : Yes, I am new member too. I am Titis from X A. What is your name?
- Ni Ida : (1) \_\_\_\_\_ from X B. Nice to see you.
- Titis : (2) \_\_\_\_\_. By the way, where do you come from Ni Ida?
- Ni Ida : (3) \_\_\_\_\_ but I have been living here in Bandung since I was in elementary school.
- Titis : Wow, Bali is so far from here.
- Ni Ida : Yeah, I guess you are from Bandung right, Titis?
- (4) \_\_\_\_\_?

Titis : Yeah, I am. I live at Braga Street, Bandung Kulon.

Ni Ida : That's not far from my district. (5) \_\_\_\_\_. You can visit my house later.

Titis : (6) \_\_\_\_\_. Thanks Ni Ida. Joining this club, you like writing right, Ni Ida?

Ni Ida : That's right. That is my hobby. How about you? (7) \_\_\_\_\_?

Titis : (8) \_\_\_\_\_ actually. I join this club to improve my writing ability and get new friends because it is so quiet at home.



Source: [www.gudanggrosirparfum.com](http://www.gudanggrosirparfum.com)

Ni Ida : How about your family? Why do you feel lonely at home?

Titis : My parents are doctors so they are rarely at home, while (9) \_\_\_\_\_. How about you Ni Ida? (10) \_\_\_\_\_?

Ni Ida : Yeah, I have one sister and no brother. She is two years younger than me. That's why she and I are very close.

Titis : Wow that sounds nice.

**I live in Bandung Wetan**

**I come from Bali**

**I am Ni ida**

**My hobbies are singing and listening to music**

**Where do you live?**

**Do you have any brothers or sisters?**

**What is your hobby Marini?**

**Nice to meet you too**

**I don't have any brothers or sisters**

**I'd love to**

## TASK 16

Read the dialogue in Task 15 and then classify the expressions into the expressions of introducing, asking and responding to others who introduce themselves. Then, report your answers to the class.

Introducing	Asking information	Responses

## TASK 17

Study the following explanation and then in groups of three, identify and compare the generic structure of the following dialogues. Share your answer with the class.

### Introducing yourself or others

There are some things to do that are likely happening when you want to introduce yourself to others or introduce your friend to others. They are:

1. Greeting

Greet somebody you want to introduce yourself to. In the United States for instance, it's also a common thing to offer a handshake when meeting a new person.

2. Introducing

Exchange names. Introduce yourself by telling your name. Immediately, after you've stated your name, ask for the other person's name.

3. Revealing a little bit of your background

It depends on the context of the conversation, but start off by telling another person something about yourself. You might start off with where you're from and what do you do. Telling someone those things may lead to many conversation topics such as: your hobby, your family, etc.

4. Closing/parting

After you've met someone for the first time, you can end the conversation by restated that you enjoyed meeting them, saying thanks and good bye.



### Dialogue 1

Asep: Hello.

Arya: Hi.

Asep : I am a new member of this football club. Are you a new member too?

Arya: Oh you are one of the new members. No, actually I have been one year with this club.

Asep: Oh, so you are in grade eleventh right?

Arya: Yes, I am.

Asep: By the way, my name is Asep. I am a new student of Grade X.

Arya: I am Arya. Do you like football Asep?

Asep: Yeah, I like football very much. What about you? Besides football, what is your hobby?

Arya: My hobbies are playing football and singing. I am a vocalist of a rock band.

Asep: Wow, that's cool.

Arya: Thank you.

### Dialogue 2

Cut: Good afternoon.

Ida: Good afternoon.

Cut: My name is Cut. You are my classmate in X C, right?

Ida: Yeah, you are right. I am Ida. Nice to meet you.

Cut: Nice to meet you too. Anyway, why don't you go home?

Ida: I am waiting my brother to pick me up.

Cut: So do I. Where are you from, Ida?

Ida: I am from Karet, Bantul.

Cut: Oh, you are from Bantul. Me too.

Ida: Really? Where do you live, Cut?

Cut: I live on Jalan Wates.

Ida: Oh, I know that street. By the way, does your brother study in our school too?

Cut: No, my brother is a student of Yogyakarta State University. Both of my parents are lecturers there. How about you Ida? How many brothers and sisters do you have?

Ida: Wow, that's great. I have one sister and no brother. My sister is two years older than me. She studies here too. Oh there she is. I got to go. Good bye, Cut. See you tomorrow.

Cut: Bye. See you.



**Do the dialogues have a similarity in their structures?**

	Dialogue 1	Dialogue 2
Greeting	Q:  A:	Q:  A:
Introducing	Q: (about ... )  A:  Q:  A:  Q:  A:  Q:  A:  etc.	Q: (about ... )  A:  Q:  A:  Q:  A:  Q:  A:  etc.

## LET'S DO MORE

### Creating text

#### TASK 18

In pairs, ask five of your new classmates about their names and information about them using the expressions you have learnt before. Then, complete the following table.

No	Their names	Origins	Address	Parents' profession	Hobby/hobbies	Family
1.						

2.					
3.					
4.					
5.					

## TASK 19

Works in groups of two or three. Have a conversation based on the following situations.

1.



Source: [www.cinderata-mata.com](http://www.cinderata-mata.com)

You are at a students' orientation course. You do not know any one there. Try to find someone and have a talk with him/her. Introduce yourself.

2.



Source: [www.jabat.lintaspomosda.blogspot.com](http://www.jabat.lintaspomosda.blogspot.com)

You meet a new classmate at school. Introduce yourself and ask his/her name, hometown address, and hobby.

3.



Source: [www.grazia.com](http://www.grazia.com)

In the school's parking place, Arya, your friend, introduces you to Titis, his sister.

4.



Source: [www.karinaaprillia.blogspot.com](http://www.karinaaprillia.blogspot.com)

You introduce yourself to a new English teacher in front of the classroom and he responds to your introduction.



## 2. Read and Write

### Orientation

### TASK 20

Study the learning objectives below.

In this section, you will learn:

✓ **Reading:**

- Analyzing social function, text structure, and language feature of text to introduce somebody.
- Finding a message in personal letters/email.
- Reading personal letters/email.

✓ **Writing:**

- Writing personal letters/email.

### TASK 21

#### Formulating problems & proposing hypotheses

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What words are used to introduce somebody and others?
2. What is the social purpose of text to introduce somebody?
3. What is verb form (tense) used in the text to introduce somebody?
4. What expressions are used to introduce yourself and others in written form?
5. What expressions are used to ask others about them in written form?
6. What expressions are used to tell others about yourself in written form?
...
...

...
...

Propose temporary answers to your questions based on your current knowledge.

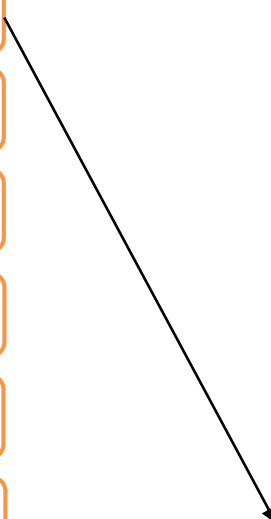
1.
2.
3.
4.
5.
6.
7.
8.

## Collecting data, testing the hypotheses, & formulating conclusions

### TASK 22

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

age /eɪdʒ/ (n)	minat
country /ˈkʌntri/ (n)	laki-laki
to enjoy /tu: ɪnˈʒɔɪ/ (v)	menyukai
female /ˈfi:meɪl/ (n)	sahabat pena
interests /ˈɪntrəst/ (n)	menikmati
to love /tu: lʌv/ (v)	usia
male /meɪl/ (n)	negara



pen pal /'pen pæl/ (n)

to spend /tu: spend/ (v)

to visit /tu: 'vɪzɪt/ (v)

perempuan

mengunjungi

menghabiskan

## TASK 23

**Read the letter below and in pairs answer the questions. Compare your answers with your friends' answers and then report the answers to the class.**

Malaysia, October, 15<sup>th</sup> 2014

Dear Cut,

I hope you are doing great. I was happy to see your advertisement in the magazine under the pen-pal section. You are exactly the kind of friend I have been looking for! Your interests match mine exactly!

My name is Maria May. I am a girl. I am sixteen years old and come from Malaysia. I am the only girl in my family. I've three younger brothers. They give me much trouble sometimes! But anyway, I love them still. My father is a farmer (actually we all live on a farm) and my mom is a teacher. She teaches eleventh grade of students at the school I go to. I'm doing my tenth grade. My school is just about thirty minutes walk from home. Mom and I usually go together walking to school.

Just like you, I love reading, especially novels. I have a big collection of novels of all kinds! I am also a music lover. I spend most of my afternoon days listening to music. I've actually made a couple of songs of my own! Do you like singing as well? Travelling is one of my hobbies that I really enjoy. I've been to many places. One of the places I visited recently was India. It is a great place and I wouldn't mind living there! The people are lovely and there are many wonderful sights to see. Which places have you visited yourself?

I am so glad to add you to my pen-pal friends. I love writing letters too. I really can't wait to get a letter from you! By the way, after this semester of school, I've intentions of having holiday in Indonesia. It would certainly be nice to see you in person!

Please write and tell me about yourself and your country. I am very much looking forward to hearing from you.

Take care,  
Maria May.

*Adapted from: [www.e-how.com](http://www.e-how.com)*

### Questions:

1. Who sends the letter?
2. How does Maria know about Cut?  
Is there anybody introducing Maria to Cut?
3. Does Maria want to be Cut's friend?
4. How does Maria introduce herself to Cut?  
What information does she explain?
5. Does Cut come from the same country like Maria? Clarify.
6. Does Maria have any brothers or sister? How do you know?
7. What are Maria parents' professions?
8. What is Cut's hobby that you can infer from the text?
9. How many Maria's hobby that she tells from the letter?  
Mention.
10. Will Maria meet Cut later? How do you know?



### Did You Know?

Having a penfriend or pen-pal (sometimes known as keypal if computers are used) is an excellent way for students to practice their English. This can either be done the old fashioned way by sending the letter through the post office (now known as snail mail for its slow pace) or by e-mail using the internet. Having penfriends are good for you because you can communicate with people of the same age in real situations.

*Adapted from:*

[www.thaistudents.com](http://www.thaistudents.com)

## TASK 24

Read the letter in Task 23, in groups of three, answer the following questions. Discuss with the class.

### Questions:

1. Why does Maria send the letter?
2. Why does Maria choose Cut as one of her pen-pals?
3. What expression does Maria use to introduce herself?
4. How does Maria tell about her family and her hobbies?
5. What expression does Maria use to ask Cut to introduce herself?



## TASK 25

Study the following explanation about Simple Present Tense. In pairs, complete the e-mail using the correct form of verbs. After that, read it aloud and then display the answers in your class wall magazine.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

Statement	Verbal sentence			Nominal sentence		
	I/we/you/they	+ V1 +	O/adj/adv	S	+ be (am,is,are) +	adj, adv, noun
	he/she/it	+ V1 + -s/-es +	O/adj/adv			
Examples in sentences:	In Task 23, you read: - I <u>have</u> three younger brothers. - They <u>give</u> me much trouble sometimes. - My mom <u>teaches</u> students grade eleventh.			In Task 23, you read: - My name <u>is</u> Maria May. - I <u>am</u> a girl. - My mom <u>is</u> a teacher.		



From: [Patrick\\_Shane@yahoo.com](mailto:Patrick_Shane@yahoo.com)

To: [AsepSetiadi\\_90@yahoo.com](mailto:AsepSetiadi_90@yahoo.com)

Hi Asep,

I ... (1. be) Shane. I found your name and email adress at Youth Online Club and you are exactly the kind of friend I have been looking for. I ... (2. live) in Melbourne, Australia. I ... (3. be) a male and I am 17 years old. I live in a house with my parents and one brother. Both of my parents ... (4. are) dentist. My brother is one year older than me. He ... (5. go) to the same school like me, Heckmondwike grammar school. My favorite part about school ... (6. be) our reading. I ... (7. love) to read especially books about comedy. I also ... (8. like) to play sports like football and basketball. When I grow up, I ... (9. want) to be a technician.

What is it like in your country? What are your hobbies? What do you ... (10. do) for fun? Please ... (11. tell) me about yourself.

I hope to hear from you soon.

Adapted from: [www.wiki-answer.com](http://www.wiki-answer.com)

## TASK 26

In pairs, complete this email with the suitable words, phrase, or expression. After that, report your work to the class.

From: [PerryChristine@yahoo.com](mailto:PerryChristine@yahoo.com)  
To : [Marini\\_zumarnis@yahoo.com](mailto:Marini_zumarnis@yahoo.com)

Hi there,

(1)\_\_\_\_\_ Christina and I found your name and email address at Teenage Pen Pals from The Youth Online Club. (2)\_\_\_\_\_ Canada and I am very interested in becoming your keypal.

(3)\_\_\_\_\_ 16 years old and in grade 10. (4)\_\_\_\_\_ hobbies. (5)\_\_\_\_\_ listening to One Direction a lot lately. I am also a big fan of comedies and (6)\_\_\_\_\_ Jim Carey. Have you ever seen his movies?

I belong to the Girl Guides and enjoy camping. I see that you are a Girl Guide too. Are you enjoying being a Girl Guide? Does your troop camp a lot?

I am looking forward to hearing from you, Marini, and becoming friends.

Adapted from: [www.youth-online.ca.com](http://www.youth-online.ca.com)

## LET'S DO MORE

### Creating text

## TASK 27

Suppose you are Arya and you are going to write an answer letter to your new pen-friend, Mark in United Kingdom. Complete the letter by answering the following questions. You may work in groups of three.

### Questions:

1. What and where is your school?
2. What grade are you?
3. How do you go to school?
4. What are your parent's occupations?
5. How many brothers and sisters do you have?
6. Where do you live?
7. Do you live in the city or country?

8. What is special from your the city or country?
9. What are your hobbies?
10. What do you like doing in your free time?
11. What do you want to be when you grow up?

Jakarta, 26<sup>th</sup>, November 2014

Dear mark,  
Hello! Thank you for your letter. It was great!

As you know, I am Arya. I will be turning 16 next month. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

There are four people in my family. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I am from Indonesia. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I have some hobbies. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Bye for now and write back soon!

Your pen-friend

## TASK 28

Suppose you get a new pen-pal friend from magazine or website online, individually write your email. Write it at 150 – 200 words.

# HOMEWORK

## TASK 29

Find a song entitled “Introducing Me” by Nick Jonas. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize how the singer introduces himself. Share the answers with your friends.

trust                      love                      cars                      lives  
introducing                      sound                      like                      guitars  
use                      wanna                      good                      smile  
tell                      eat                      see

### Introducing Me

I'm, I'm (1) \_\_\_\_\_ at wasting time  
I think lyrics need to rhyme  
And you're not asking  
But I'm trying to grow a mustache  
  
I (2) \_\_\_\_\_ cheese, but only on pizza,  
please  
And sometimes on a homemade quesadilla  
Otherwise it smells like feet to me  
And I, I really (3) \_\_\_\_\_ it when the moon  
looks like a toenail  
And I (4) \_\_\_\_\_ you when you say my  
name  
If you (5) \_\_\_\_\_ know  
Here it goes  
Gonna tell you this  
The part of me that'll show if you're close  
Gonna let you (6) \_\_\_\_\_ everything  
But remember that you asked for it  
I'll try to do my best to impress  
But it's easier to let you take a guess at the rest  
But you wanna hear what (7) \_\_\_\_\_ in  
my brain  
My heart, will you ask for it, for your  
perusing?  
At times confusing, possibly amusing  
Introducing me  
Doo doo, doo doo doo doo to  
Doo doo, doo doo doo doo to

La la la la  
La la la la la la la, da  
  
I never (8) \_\_\_\_\_ a dog to watch my  
food  
And I like to (9) \_\_\_\_\_ to the word  
"dude"  
As a noun, or an adverb, or an adjective  
And I've never really been into (10)  
\_\_\_\_\_  
I like really cool (11) \_\_\_\_\_ and  
superheroes  
And checks with lots of zeros on 'em  
I love the (12) \_\_\_\_\_ of violins  
And making someone (13) \_\_\_\_\_  
If you wanna know  
Here it goes  
Gonna (14) \_\_\_\_\_ you this  
The part of me that'll show if you're close  
Gonna let you see everything  
But remember that you asked for it  
I'll try to do my best to impress  
But it's easier to let you take a guess at the  
rest  
  
But you wanna hear what lives in my brain  
My heart, will you ask for it, for your  
perusing?

At times confusing, possibly amusing  
(15) \_\_\_\_\_ me

Well, you probably know more than you  
ever wanted to  
So be careful when you ask next time  
So if you wanna know  
Here it goes  
Gonna tell you this  
The part of me that'll show if you're close  
Gonna let you see everything  
But remember that you asked for it

I'll try to do my best to impress  
But it's easier to let you take a guess at the  
rest  
But you wanna hear what lives in my brain  
My heart, will you ask for it, for your  
perusing?  
At times confusing, hopefully amusing  
Introducing me  
  
Doo doo, doo doo doo doo to  
Doo doo, doo doo doo doo to  
Doo doo doo do

## TASK 30

**Individually, write an e-mail at about 150 – 200 words based on the following situation. Don't forget to ask your classmates to give you feedback to revise your email. Put your revised drafts in your class wall magazine.**

Situation: Suppose you get a scholarship to study in Australia, write an e-mail to your cousin's friend who lives and also learns at the same school you want to go. Introduce yourself and ask him/her about himself/herself and the school.

## LET'S CHECK YOUR COMPETENCE

### TASK 31

**Listen to the recording and then complete the following short dialogues. After that, act it out with your partner.**



source: [www.gogrilmagz.com](http://www.gogrilmagz.com)

2.

Hi, Arya. I am a new student here. I just moved from Bangka Belitung. Nice to meet you.

Nice to meet you too.



source: [www.grazia.co.id](http://www.grazia.co.id)

3.

I am from Cilacap but now I live on jalan Bener.



source: [www.kusukakusuka.com](http://www.kusukakusuka.com)

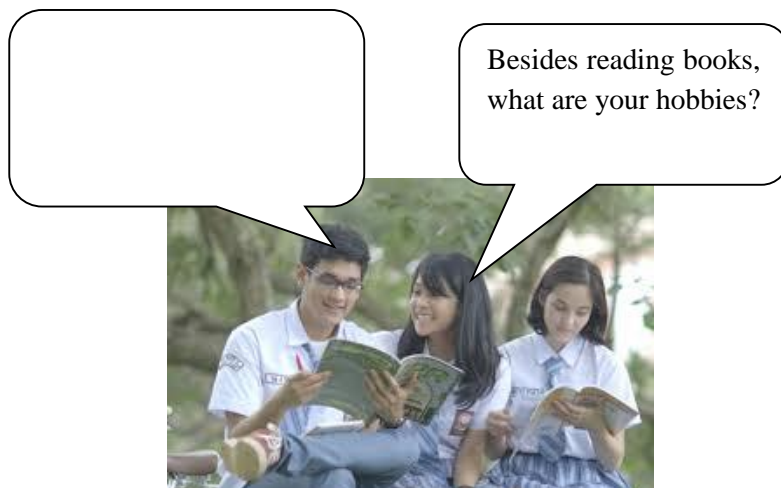
4.

I have one older brother. He is kind. He always helps me to do my homework.



source: [www.merdeka.com](http://www.merdeka.com)

5.



source: [www.muvila.com](http://www.muvila.com)

## TASK 32

Read the email below and then answer the questions that follow.

From: [johnny\\_park@yahoo.com](mailto:johnny_park@yahoo.com)  
To : [MuhAzmi\\_7@yahoo.com](mailto:MuhAzmi_7@yahoo.com)

Hi! How are you, Azmi? I'm fine and I hope you are doing great. I was happy to see your advertisement in the Youth Online Club in the pen-pal section. You are exactly the kind of friend I have been looking for.

I am John Park and I am 16 years old. I am half British and Korean. My father is Korean while my mother is British. I like playing football and just like you, I love watching movies, and travelling.

I am the only child in my family. I don't have any brothers or sisters. Sometimes I wish I had an older brother who I could play and travel with. My father's name is Park Ji Won. He is an engineer. He doesn't like travel to many places. My mother's name is Victoria Aniston. She is a doctor. She is kind.

I live in Kingston, London. Our house is small but we have a big garden. There are two floors. During the daytime, I like playing foot ball with my friends in the garden. About my school, well, I go to Kingston High School. I go by bus. My school is very big. We have so many students and two buildings.

At the weekend, I have extra lessons on Saturday morning but the rest of the time is my free time so I usually watch movies in my cable television. Once a month I also go to cinema to watch new movies which are interisting for me. On Sundays I like going out with my friends. We usually travel together to see some sights around London. How about you, Azmi? Do have many movies collection?

Please write and tell me about yourself and interisting places to go travelling in your country and don't forget to answer my email.

Adapted from: [www.thaistudents.com](http://www.thaistudents.com)

### Questions:

1. How does John know about Azmi?
  - a. From advertisement.
  - b. From advertisement in the Youth Online Club.
  - c. From friend.

- d. From Pen-pal section.
- 2. How does John introduce himself to Azmi?
  - a. I am John Park.
  - b. I'm fine and I hope you are doing great.
  - c. My father is Korean while my mother is British.
  - d. You are exactly the kind of friend I have been looking for.
- 3. What information does John mostly explain?
  - a. About himself, his school, and his friend.
  - b. About his family, his school, and his brother.
  - c. About his hobbies, his family, and his free time.
  - d. About himself, his parents, and his hobby.
- 4. Where does Azmi come from?
  - a. London.
  - b. Kingston.
  - c. Korea.
  - d. British.
- 5. Does John have any brothers or sister?
  - a. Yes, he has.
  - b. No, he hasn't.
- 6. What is John parents' profession?
  - a. Korean.
  - b. British.
  - c. Traveler.
  - d. Engineer.
- 7. How does John describe his school?
  - a. It is small but it has a big garden.
  - b. It has two floors.
  - c. Many students go to school by bus.
  - d. It is big and has two buildings.
- 8. What is Azmi's hobby?
  - a. Playing football.
  - b. Playing football and travelling.
  - c. Watching movies.
  - d. Watching movies and travelling.



## CULTURAL SHOT

When you want to introduce yourself or somebody to others, you usually greet them first.

### Greetings from around the world



a handshake   a kiss on the cheek   a pat on the back   a bow   a hug  
the United States.....

Sources:

Picture 1: [www.stockfresh.com](http://www.stockfresh.com)

Picture 2: [www.nytimes.com](http://www.nytimes.com)

Picture 3: [www.pearlsofprofoundity.wordpress.com](http://www.pearlsofprofoundity.wordpress.com)

Picture 4: [www.zukapersona.wordpress.com](http://www.zukapersona.wordpress.com)

Picture 5: [www.pocketcultures.com](http://www.pocketcultures.com)

Can you write the name of the country for each picture?

Can you find other ways to greet people?

## LET'S MAKE A REFLECTION

<b>Before I studied this unit</b>	I didn't understand ..... .....
<b>When I was studying this unit</b>	Difficulties: ..... How I overcame the difficulties: ..... ..... .....
<b>After I had studied this unit</b>	I think ..... ..... .....

## LET'S MAKE A SUMMARY

In this unit, you learn:

<b>Introducing oneself</b>	<ul style="list-style-type: none"> <li>• First let me introduce myself.</li> <li>• My name is ....</li> <li>• Allow me to introduce my self.</li> <li>• I'm ...</li> <li>• Excuse me my name is ...</li> <li>• How do you do? My name is ....</li> <li>• Hi! I'm ...</li> <li>• Hello! My name is ...</li> <li>• Good morning. My name's ...</li> </ul>
<b>Introducing others</b>	<ul style="list-style-type: none"> <li>• I would like to introduce you to ....</li> <li>• Let me introduce you to ...</li> <li>• This is Marini.</li> <li>• Allow me to introduce ....</li> <li>• I'd like you to meet ...</li> <li>• Do you know ...</li> </ul>

		<ul style="list-style-type: none"> <li>• Oh look, here is Marini.</li> <li>• Markus–Marini, Marini–Markus.</li> </ul>
<b>Asking information</b>	Name	<ul style="list-style-type: none"> <li>• What's your name? (full/nick) name? (first/middle/last) name? May I know your name? Could you tell me your name?</li> </ul>
	Origin	<ul style="list-style-type: none"> <li>• Where are you from? Where do you come from?</li> </ul>
	Address	<ul style="list-style-type: none"> <li>• What is your address? Where do you live? Where do you stay?</li> </ul>
	Job/ profession/ occupation	<ul style="list-style-type: none"> <li>• What are you? What do you do? What are your parents' job? Where do your parents work?</li> </ul>
	Hobby	<ul style="list-style-type: none"> <li>• What is your hobby? What are your hobbies?</li> </ul>
	Family	<ul style="list-style-type: none"> <li>• Do you have any brothers or sisters? How many brothers and sisters do you have?</li> </ul>
<b>Responses</b>	Name	<ul style="list-style-type: none"> <li>• My name is ... My (full/nick) name is ... My (first/middle/last) name is ... Sure. My name is ...</li> </ul>
	Origin	<ul style="list-style-type: none"> <li>• I am from ... I come from ...</li> </ul>
	Address	<ul style="list-style-type: none"> <li>• My address is jalan Imam Bonjol 14<sup>th</sup> Yogyakarta I live in ... (name of city) I live on ... (name of street) I live at ... (complete)</li> </ul>

	Job/ profession/ occupation	<ul style="list-style-type: none"> <li>I study at ...</li> <li>I go to SMA ...</li> <li>My parents work at ...</li> <li>My parents' job are ...</li> </ul>
	Hobby	<ul style="list-style-type: none"> <li>My hobby is ...</li> <li>My hobbies are ...</li> </ul>
	Family	<ul style="list-style-type: none"> <li>Yes, I do.</li> <li>I have two brothers and no sister.</li> <li>No, I don't.</li> </ul>

### The simple present tense

Statement	Verbal sentence				Nominal sentence		
	I/we/you/they		+ V1+	O/ adj/ adv	S	+ be (am, is, are) +	adj, adv, noun
	he/she/it		+ V1+ -s/-es	O/ adj/ adv			
Question	Wh questions	+do/ does/ did/+	S+	V1	Wh questions	+ be (is, am, are)+	O

# UNIT 2

## CONGRATULATIONS! YOU'VE DONE A GREAT JOB



Source: [www.sman1blitar.com](http://www.sman1blitar.com)



Source: [www.sumutpos.com](http://www.sumutpos.com)

**In your daily life, you often compliment and congratulate others in many ways for some occasions. You also need to respond when they do the same to you. What will you say when you want to compliment and congratulate someone? Do you know how to respond to others' compliment and congratulation as well? Do you know how to do them appropriately? You will learn about those in this unit.**



## 1. Listen and Speak

### Orientation

#### TASK 1

Study the learning objectives below.

In this section, you will learn:

- ✓ **Listening:**
  - Responding to somebody who congratulates and compliments you.
- ✓ **Speaking:**
  - Congratulating and complimenting somebody on some occasions.

### Formulating problems & proposing hypotheses

#### TASK 2

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What words are used to congratulate and compliment somebody?
2. How do you pronounce words to congratulate and compliment somebody?
3. What is the social purpose of the text to congratulate and compliment somebody?
4. What expressions are used to congratulate and compliment others?
5. What expressions are used to respond to others' congratulation and compliment?
...
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.
7.
8.

### TASK 3



Listen to the recording and then number the pictures based on the words you hear.



Source: [www.rumahbinatrobds.com](http://www.rumahbinatrobds.com)

☐
☐


Source: [www.infomediaindonesianews.com](http://www.infomediaindonesianews.com)



Source: [www.okefood.com](http://www.okefood.com)

☐
☐


Source: [www.eogroovy.com](http://www.eogroovy.com)

## TASK 4

Study the pictures and answer the questions orally.



Source: [www.zgarvhanadirgavharata.blospot.com](http://www.zgarvhanadirgavharata.blospot.com)

### Questions:

1. What do you see in the picture?
2. Who are the people in the picture?
3. What are they doing?
4. Why does the man in the picture shake the girl's hand?
5. In your opinion, is it possible that the man in the picture congratulates the girl?  
Why/why not?
6. In your opinion, is it possible that the man in the picture compliments the girl?  
Why/why not?
7. How do you congratulate someone or give compliment in your culture?
8. On what occasions do people usually congratulate or compliment each other?
9. Mention some expressions of congratulating and complimenting that you know.
10. How do you usually respond to others' compliment and congratulation? Do you thank them? Why/why not?



## LET'S ACT

Collecting data, testing the hypotheses, & formulating conclusions

### TASK 5

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

to congratulate /tu: kən'grætʃuleɪt/ (v)

mengucapkan selamat

competition /,kɒmpə'tɪʃn/ (n)

hasil

to compliment /tu: 'kɒmplɪment/ (v)

menang

to commemorate /tu: kə'meməreɪt/ (v)

penampilan

proud /praʊd/ (adj)

pertandingan/kompetensi

performance /pə'fɔ:məns/ (n)

memuji

result /rɪ'zʌlt/ (n)

memperingati

to win /tu: wɪn/ (v)

bangga

to join /tu: dʒɔɪn/ (v)

menjawab

to respond /tu: rɪ'spɒnd/ (v)

mengikuti

## TASK 6

In pairs, listen to the dialogue and then state whether the statements below are TRUE or FALSE. Correct the false statement. Before listening to the dialogue, read the statements first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class. Number one has been done for you.

great /greɪt/ : baik  
heard /hɜːd/ : mendengar  
prepare /prɪ'peə(r)/ : menyiapkan

No	Statements	TRUE	FALSE	Corrections
1.	Cut joins a singing competition.		√	Cut joins a dance competition.
2.	There is one team who represents the speaker's school to join the competition.			
3.	Cut wins the competition.			
4.	Markus doesn't congratulate Cut for her winning.			
5.	Markus is good at Mathematics test.			
6.	Markus compliments Cut's painting shoes.			
7.	Cut can't find the bag in any store.			
8.	Cut needs at least two materials to make a bag for Markus.			

## TASK 7

Listen to the dialogue in Task 6. In groups of three, answer the following questions. Before listening to the dialogue, read the questions first and then jot down the important information. After that, report your answers to the class. Number one has been done for you.

1. Why does Markus say *congratulations*?

He wants to congratulate Cut for winning a dance competition.

2. Why does Cut say *thank you very much. It's nice of you to say so*?

---

3. Explain what is meant by the expression *well done. It was great to hear it* said by Cut to Markus?

---

4. Why does Markus say *that's a very nice bag* to Cut?

---

5. Why does Cut say *thanks a lot* to Markus?

---

## TASK 8

Referring to the dialogue in Task 6, in pairs answer the questions below. Share your answers with your friends.

1. Why does Markus congratulate Cut?
2. What expression does Cut use when hearing Markus congratulates her?
3. Why does Cut compliment Markus?
4. What expression does Cut use to compliment Markus's best mark?
5. How does Markus respond when he gets compliment from Cut?
6. How does Markus compliment Cut's bag?

## TASK 9

Study the table of expressions to compliment and congratulate below.



	Formulas
Congratulating someone	<p>Congratulations.</p> <p>Congratulations on + noun phrase</p> <p>Congratulations on winning + noun phrase</p> <p>I'd like to congratulate you on + noun phrase</p> <p>I must congratulate you on + noun phrase</p> <p>Well done.</p>
Complimenting someone	<p>What a + noun phrase!</p> <p>That's a + noun phrase</p> <p>I like + noun phrase</p> <p>You're really + noun phrase</p> <p>You've done a great job.</p> <p>You did it very well.</p>
Responses	<p>Thanks.</p> <p>Thank you.</p> <p>Oh, not really.</p> <p>Thanks. Do you really think so?</p> <p>Thank you very much. It's nice of you to say so.</p> <p>How kind of you to say so.</p> <p>Thanks a lot.</p>

Examples in sentences:	
Congratulating someone	<p>In Task 6, you hear:</p> <p>Situation: Cut won the dance competition.</p> <p>Markus: Congratulations on winning the competition.</p> <p>Cut: Thank you very much.</p>
Complimenting someone	<p>In Task 6, you hear:</p> <p>Situation: Markus loves Cut's bag.</p> <p>Markus: I like your bag.</p> <p>Cut: Thanks a lot.</p>

## TASK 10

In the dialogue in Task 6, you will find the expressions: *congratulations on winning the competition* and *I like your bag*. Change the expressions into the other kinds of expression by using the formulas in Task 10. After that, report the answers to the class.

Can you change the expressions?

1. Congratulations on winning the competition.	Congratulations on + noun phrase	I'd like to congratulate you on + noun phrase	I must congratulate you on + noun phrase
2. I like your bag.	What a + noun phrase!	That's a + noun phrase	It's really + noun phrase

## TASK 11

In pairs, rearrange the following jumbled words into the correct sentences. After that, read it aloud. Number one has been done for you.

- a – singer – you – really – great – are  
Answer: You are really a great singer.
- birthday – on – congratulations – your
- watch – like – I – your
- would – like – congratulate – on – I – you – your – to – success
- gorgeous – dress – what – a – !

6. must – achievement – I – congratulate – your – you – on
7. a – very – that’s – cake – delicious
8. getting – the – congratulations – scholarship – on
9. smart – he – student – really – is
10. winning – the – congratulations – competition – on

## TASK 12

Match the following expressions with the appropriate situations on the right.

### Expressions

You’re really a good cook.

Congratulations!

You look good in that dress.

You did it very well.

Thanks. How kind of you to say so.

What a lovely garden.

### Situations

You say good thing about your friend’s dress.

You compliment the garden of your colleague’s new house.

You give respond to others’ compliment or congratulation.

Your friend got the best mark on the drama class.

You compliment someone for their cook.

Your sister won a free holiday ticket to Singapore.

## TASK 13

Read again the expressions in Task 13. Say those expressions with the correct pronunciation. Listen and repeat after your teacher.

## TASK 14

In pairs, listen to the dialogue, fill in the blank spaces with the suitable expressions below, and act it out. Before listening to the dialogue, read the transcript first and then jot down the main point. Share the answers with your friends.

birthday /'bɜːədeɪ/	: hari ulang tahun
branch /braːntʃ/	: cabang
congratulation /kənˌgrætʃuˈleɪʃnz/	: ucapan selamat
delicious /dɪˈlɪʃəs/	: lezat, enak
gorgeous /ˈɡɔːdʒəs/	: sangat cantik, sangat menarik
spent /spent/	: menghabiskan

**Situation:** Ni Ida and Azmi come to Titis's birthday party. They congratulate and compliment Titis.

- Ni Ida : (1) \_\_\_\_\_, Titis.  
We wish you luck, happiness, and riches today, tomorrow, and beyond.
- Titis : Thank you.
- Azmi : Congratulation on your birthday. (2) \_\_\_\_\_.
- Titis : (3) \_\_\_\_\_. You look great in that black suit.
- Azmi : Thanks.
- Titis : Look, the food is ready. Would you like to try the cookies?
- Azmi : We'd love to. Thanks.
- Ni Ida : Wow, it's really delicious. (4) \_\_\_\_\_.
- Azmi : Yeah, that's right.
- Titis : Thank you but my mother and my sister who made it. They spent the whole morning preparing all of these.
- Ni Ida : I should learn from your mother and sister how to make this delicious cake.
- Titis : Sure, my mom will be happy to teach you but I am not sure with my sister. She just got promotion from her chief of staff because everybody loves her work. Perhaps she will move to the new branch office in Jakarta.
- Azmi : (5) \_\_\_\_\_.
- Ni Ida : I am sure she has done a great job.
- Titis : (6) \_\_\_\_\_. Anyway let's start the party.

You are really a good cook

Congratulations on your 16<sup>th</sup> birthday

Thanks a lot

Thanks. How kind of you to say so

You look gorgeous in that dress

Congratulations on her promotion

### TASK 15

Read the dialogue in Task 14 and then classify the expressions into the expressions of complimenting and congratulating and the responses. Then, report your answers to the class.

Complimenting	Congratulating	Responses

## LET'S DO MORE

### Creating text

### TASK 16

Complete the dialogues orally.

1. Your friend : I've just got scholarship from our school.  
You :





2. Your sister : I've found a new job.

You :



3. Your cousin : My father just bought me a new MP3 player.

You :



4. Your nephew : I am honored with the "Student of the month" title in my class.

You :



5. Your friend : I won the youth singing contest.

You :



## TASK 17

Work in groups of two or three, have a short conversation based on the following situations.

100

Your best friend has passed his exam and he gets a good mark.

1.

Source: [www.huffingtonpost.com](http://www.huffingtonpost.com)

2.



Source: [www.kaskus.co.id](http://www.kaskus.co.id)

Your relative got scholarship for going abroad for studying.

3.



Source: [www.sutarnipustakasekolah.com](http://www.sutarnipustakasekolah.com)

Your brother has done an excellent job and got promotion to a new higher position.

4.



Source: [www.rumahbintarobsd.com](http://www.rumahbintarobsd.com)

Your colleague has a new house and the garden is very beautiful.

5.



Source: [www.jakostyle.com](http://www.jakostyle.com)

You and your classmate attend a birthday party. Your classmate wears a very beautiful white gown.



## 2. Read and Write

### Orientation

### TASK 18

Study the learning objectives below.

In this section, you will learn:

✓ **Reading:**

- Analyzing social function, text structure, and language feature of text to congratulate and compliment somebody.
- Finding a message in congratulating and complimenting cards.
- Reading congratulating and complimenting cards.

✓ **Writing:**

- Writing congratulating and complimenting cards.

### Formulating problems & proposing hypotheses

### TASK 19

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What words are used to congratulate and compliment others?
2. What is the social purpose of the text to congratulate and compliment somebody?
3. What expressions are used to congratulate and compliment others in written form?
4. What expressions are used to respond to others' congratulation and compliment in written form?
...
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.
7.
8.

## Collecting data, testing the hypotheses, & formulating conclusions

### TASK 20

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

achievement /ə'tʃi:vmənt/ (n)		lezat
competition /,kɒmpə'tɪʃn/ (n)		sangat cantik
delicious /dɪ'lɪʃəs/ (adj)	↗	kenaikan
effort /'efət/ (n)		prestasi
gorgeous /'gɔ:dʒəs/ (adj)		angka
promotion /pre'məʊʃn/ (n)		pertandingan
success /sək'ses/ (n)		keberhasilan
score /skɔ(r)/ (n)		usaha

## TASK 21

Read the cards below, then in pairs, state whether the statements below are TRUE or FALSE. Correct the false statements. Compare your answers with your friends' answers and report the answers to the class. Number one has been done for you.

Dear Ni Ida,

I heard that you have the final exam and you got the highest score at the English subject in your school. I know you always study *hard*. Congratulations! You did it very well.

Uncle Wayan

Dear Cut,

Well, I knew it was only a matter of time before you got a reward of all your hard work and brilliance idea in the office with a promotion. Congratulations on your new position. You've done a great job.

Best wishes for continual success.

Your brother,

Teuku

Dear Markus,

I just heard about the news of the result of your National Examination. Your name is in the list of highest score students in province. What an excellent success. Congratulations! Hope you get into the best university.

Putri

Dear Azmi,

I have watched with great delight your performance at Indonesian voice yesterday. You won the competition. I know you always do your best. I must congratulate you on your winning. You're really a great singer.

Titis

Dear Nughroho,

You must be very happy to be a winner in English debate competition after putting in so much hard work and *effort*. You are really a great student. I congratulate you. Your achievement is an example to all. Stay *humble* like usual and once again, congratulations!

Your best friend

Marini

Dear Aunty Rini,

Congratulations! I just heard the *wonderful* news regarding your wedding. Uncle Rizki is lucky to have in you such a nice and *charming* wife. At the same time you are equally lucky to have him. He is really a good man. I wish you both all the best in the years to come.

Azmi

Statements	TRUE	FALSE	Corrections
1. Ni Ida congratulates Uncle Wayan of having the best score in English test.		✓	Uncle Wayan congratulates Ni Ida of having the best score in the English test.

2. Cut has done a great job in her work and got promotion to a new position.			
3. Markus has an excellent score in his National Examination.			
4. Azmi doesn't win the singing competition because he doesn't do his best.			
5. Marini doesn't compliment Nugroho's winning because she knows Nugroho doesn't give much effort on the competition.			
6. Azmi thinks that aunt Rini and uncle Rizki will complement one another since they are perfect match for each other.			



## CULTURAL SHOT

In every culture it is a common thing to give compliment. However, they differ in some ways from culture to culture.

Can you find the differences?

Pay attention to the following short conversations.

Indonesian speakers	American speakers
Seeing your friend wearing a cool new watch. A: ... (say nothing)	Seeing your friend wearing a cool new watch. A: That's a very cool watch.
Or when responding to a compliment: A: You look pretty in your new dress. B: No, it's an old dress. I bought it last years.	Or when responding to a compliment: A: You look pretty in your new dress. B: Thank you. I like it very much. I particularly like its color and style.

*Adapted from: LookAhead1*

## TASK 22

Read the cards in Task 21, in groups of three, answer the following questions. Share the answers with the class.

### Questions:

1. Why does uncle Wayan make the card?
2. How does Uncle Wayan compliment Ni Ida?
3. How does Teuku congratulate and compliment her sister's new position promotion?
4. Are there any similarities of why and how Marini and Titis make the cards? If yes, what are they?
5. Why does Markus give Nugroho the card? How does Markus compliment Nugroho's winning on debate competition?
6. How does Azmi congratulate his aunt's wedding?

## TASK 23

In pairs, complete the following messages with the suitable words, phrase, or expression. After that, read aloud the complete messages and display your answers in your class wall magazine.

## The Teenager Post

**TEXT YOUR SAY:** sent your message to your relatives, friends, and colleagues in their special days.



To my beloved sister, after a long time of hard working and dedication, finally God answers your long cherished desire.

(1)\_\_\_\_\_ you for your new position. (2)\_\_\_\_\_

(Jennifer Lawrence – Washington)



For our friend, Azmi, (3)\_\_\_\_\_ on your winning on the youth dancing contest with Coala Talk. We watched \_\_\_\_\_ your \_\_\_\_\_ performance \_\_\_\_\_ and (4)\_\_\_\_\_. You have impressed all the juries.

(Lee Jongsuk and Kim Woobin – South Korea)



To my beautiful cousin, please accept my heartiest (5)\_\_\_\_\_ about which I knew this morning from Marini. I am really sorry for my absence on this day. I must say that he is lucky in getting such a young woman like you for his wife because you're really (6)\_\_\_\_\_.

Once again, congratulations! (Raisha – Melbourne)

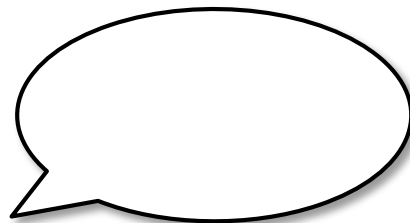


Dear my best friend Cut, let me say once again (7)\_\_\_\_\_ on your 16<sup>th</sup> birthday. May your future be attended with prosperity and happiness! That was a (8)\_\_\_\_\_ party and you looked (9)\_\_\_\_\_ in that white gown. You are (10)\_\_\_\_\_ as always. (Tasya – Palembang)

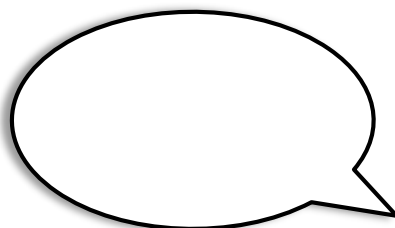
## TASK 24

Read the messages in Task 23, suppose you are the one who get the messages above, what will you say?

1.

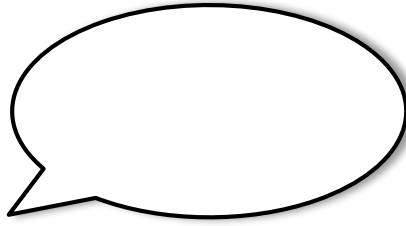


2.

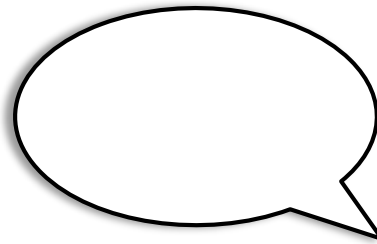




3.



4.



## LET'S DO MORE

### Creating text

#### TASK 25

In groups of three or four, study the pictures and then discuss what you can see in the pictures to make appropriate congratulating and complementing cards. Look at the example in picture number 1.

1.



win a competition  
poetry reading  
good  
effort  
did it very well  
proud

Congratulations on winning **poetry reading** competition. You are **good** at poetry reading and I know you always give your best **effort**. You **did it very well**. We are **proud** of you.

2.



birthday party  
beautiful  
nice dress  
delicious food  
great cooker  
groovy party



3.



winning an award  
actor  
movie  
dedication  
excellent performance  
have done a great job  
charming man

4.



win a competition  
playing the piano  
hard work  
achievement  
did it very well  
an example to all

## TASK 26

In groups of three or four, study the pictures and the situation then make appropriate congratulating and complementing cards.

1.



Your classmate won young inventors national competition.

Source: [www.coretansurya.blogspot.com](http://www.coretansurya.blogspot.com)



2.

Source: [www.oke3news.blogspot.com](http://www.oke3news.blogspot.com)

Your brother has graduated from a culinary arts program in Bandung, West Java. He wants to be the best chef and plans to open his own restaurant.



3.

Source: [www.kaskus.co.id](http://www.kaskus.co.id)

Your friend has got an opportunity representing Indonesia to be a youth ambassador for ASEAN in an international conference.



4.

Source: [www.alittlebitofeverything.com](http://www.alittlebitofeverything.com)

Your cousin has got a new watch from her parents. They are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



5.

Source: [www.2.bp.blogspot.com](http://www.2.bp.blogspot.com)

Your uncle and aunt who has been married for 3 years, has got a cute baby girl.

## TASK 27

Individually, write congratulating and complementing cards based on the following situations. You can choose three situations.

1. Your best friend has passed a singing audition to Australia.

2. Your relative is getting married.

3. Your sister is very talented in playing violin. She won the first place in the competition.

4. Your colleague has a new house and the house is very nice.

5. You and your classmate attend a birthday party. The party is fantastic and the cake and the food provided by the host are very delicious.



# HOMEWORK

## TASK 28

Find a song entitled “What Makes You Beautiful” by One Direction. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize how and why the singers compliment someone and present it in front of the class.

overwhelmed	shy	flip	insecure	believe
enough	makes	want	light	smile
understand	beautiful	make up	prove	know

### What Makes You Beautiful

You're (1. \_\_\_\_\_),  
Don't know what for,  
You're turning heads when you walk  
through the door,  
Don't need (2. \_\_\_\_\_),  
To cover up,  
Being the way that you are is  
(3. \_\_\_\_\_)  
Everyone else in the room can see it,  
Everyone else but you  
[Chorus]  
Baby you light up my world like nobody  
else,  
The way that you (4. \_\_\_\_\_) your  
hair gets me overwhelmed,  
But when you (5. \_\_\_\_\_) at the  
ground it ain't hard to tell,  
You don't know,  
Oh Oh,  
Everyone else in the room can see it,  
Everyone else but you,

You don't know you're (6. \_\_\_\_\_),  
If only you saw what I can see,  
You'll understand why I (7. \_\_\_\_\_)  
you so desperately,  
Right now I'm looking at you and I can't  
believe,  
You don't know,  
Oh oh,  
You don't know you're beautiful,  
Oh oh,  
That's what makes you beautiful  
So girl come on,  
You got it wrong,  
To (8. \_\_\_\_\_) I'm right,  
I put it in a song,  
I don't know why,  
You're being (9. \_\_\_\_\_),  
And turn away when I look into your eye  
eye eyes,  
You'll (13. \_\_\_\_\_) why I want you  
so desperately,

Baby you (10. \_\_\_\_\_) up my world  
like nobody else,  
The way that you flip your hair gets me  
(11. \_\_\_\_\_),  
But when you smile at the ground it ain't  
hard to tell,  
You don't know,  
Oh oh,  
You don't (12. \_\_\_\_\_) you're  
beautiful,  
If only you saw what I can see,

Right now I'm looking at you and I can't  
(14. \_\_\_\_\_)  
You don't know,  
Oh oh,  
You don't know you're beautiful,  
Oh oh,  
That's what (15. \_\_\_\_\_) you beautiful  
Na Na Na Na Na Na Na Na Na Na  
Na Na Na Na Na Na [2x]  
Back to Chorus

## TASK 29

Study the pictures. Suppose you are a fan, friend, or family of the people in the pictures, write cards for them. After that, ask your classmates to give you feedback to revise your letter. Put your revised drafts in your class wall magazine.



1.

Source: [www.infomediastionalnews.blogspot.com](http://www.infomediastionalnews.blogspot.com)





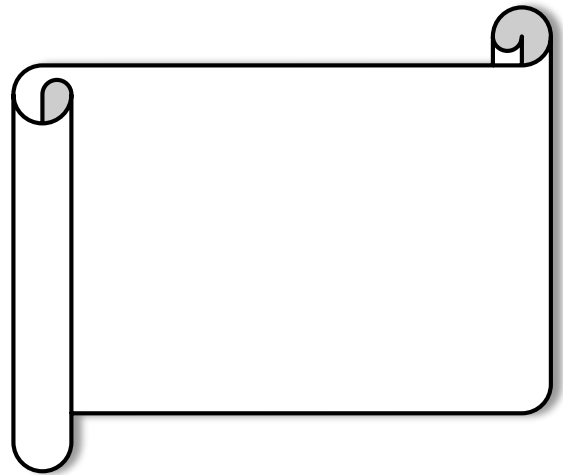
2.

Source: [www.jakostyle.com](http://www.jakostyle.com)



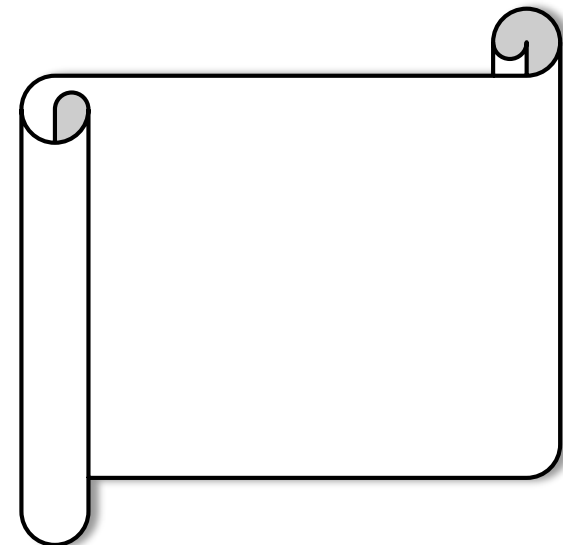
3.

Source: [www.ramarniyarsah.blogspot.com](http://www.ramarniyarsah.blogspot.com)



4.

Source: [www.kapanlagi.com](http://www.kapanlagi.com)





## LET'S CHECK YOUR COMPETENCE

### TASK 30

Listen to the recording and then complete the following short dialogues. After that, act it out with your partner.

Thanks. It's nice of you to say so.



1.

source: [www.gogrilmagz.com](http://www.gogrilmagz.com)

Guys, you know what?  
I just got news from the  
headmaster that I get  
scholarship this year.



2.

source: [www.grazia.co.id](http://www.grazia.co.id)

Thanks a lot.



3.

source: [www.kusukakusuka.com](http://www.kusukakusuka.com)

Thanks. Do you think so?  
My mother just bought it  
for me last night.



4.

source: [www.merdeka.com](http://www.merdeka.com)

Congratulations on winning  
reading competition in Jakarta.  
You did it very well. We are  
proud of you.



5.

source: [www.muvila.com](http://www.muvila.com)

### TASK 31

Read the card and then answer the questions that follow.

Dear Andrew,

Words are really fail to express my joy at the news of your selection as the new school principal in SMA N 1 Makassar. Congratulations on your success. You've done a great job. Your selection, is however, no surprise because your excellent personality and superior intelligence. A man selected as a school principal at such a young age as yours stands chances of reaching the highest position in the school. It is an added pleasure for us all that the place of your new position is just at a distance of 10 miles from our home and we can always expect you after every fortnight.

We all send you our heartiest congratulations and best wishes.

Your cousin,

Azmi

*Adapted from: [www.publishyouarticles.net.com](http://www.publishyouarticles.net.com)*

#### Questions:

1. Why does Azmi send Andrew a card?
2. Andrew was selected as new headmaster in SMA N 1 Makassar. Does this statement true? Clarify.
3. Why does it is not surprising if Andrew was selected as School principal in his age?
4. "The place of your new position is just at a distance of 10 miles from our home". What can you infer from this statement? The school is ... from Azmi's house.
5. How does Azmi congratulate and compliment Andrew?

## FUN SPACES



Does the woman really compliment the man? What do you think?

Taken from: [www.phonepro.org.com](http://www.phonepro.org.com)

## LET'S MAKE A REFLECTION

Before I studied this unit	I didn't understand .....
	.....
When I was studying this unit	Difficulties: .....
	How I overcame the difficulties: .....
	.....
	.....
After I had studied this unit	I think .....
	.....
	.....

# LET'S MAKE A SUMMARY

In this unit, you learn:

List of expressions	
Expressing compliments	Responding to compliments and congratulations
What a ..... ! That's a very nice ... I like your ... You're really a great ... You've done a great job. You did it very well.	Thanks. Thank you. Oh, not really. Thanks. Do you really think so? Thank you very much. It's nice of you to say so. How kind of you to say so. Thanks a lot.
Expressing congratulations	
Congratulations! Congratulations on ... Congratulations on winning ... I'd like to congratulate you on ... I must congratulate you on ... Well done.	

# UNIT 3

## CAN YOU DESCRIBE THEM?



Source: [www.fototokoh.com](http://www.fototokoh.com).



Source: [www.upload.wikimedia.org.com](http://www.upload.wikimedia.org.com)

**Do you have your favourite figure of people in your life? What makes you adore them? What do you know about them? Do you know how to describe them appropriately?**

**Do you like reading and writing? Do you sometimes read/ or write description texts of people? Can you read and write such texts effectively? You can learn about those in this unit.**



## 1. Listen and Speak

### Orientation

#### TASK 1

Study the learning objectives below.

In this section, you will learn:

- ✓ **Listening:**
  - Responding to descriptive texts.
- ✓ **Speaking:**
  - Performing a monologue of descriptive text.

### Formulating problems & proposing hypotheses

#### TASK 2

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What is a descriptive text?
2. What words are used to describe somebody?
3. How do you pronounce words to describe somebody?
4. What is the social purpose of descriptive text?
5. What is the generic structure of descriptive text?
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.



3.
4.
5.

### TASK 3

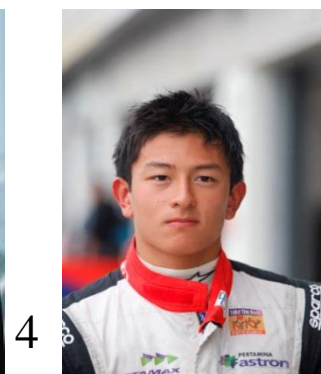
Study the following pictures of famous people. Do you recognize them? In pairs, write down their names on the spaces below the pictures.



Source: [www.olahraga.rmol.com](http://www.olahraga.rmol.com)



Source: [www.biogaktris.com](http://www.biogaktris.com)



Source: [www.sport.detik.com](http://www.sport.detik.com)



Source: [www.profilmerdeka.com](http://www.profilmerdeka.com)



Source: [www.lirikkepo.blogspot.com](http://www.lirikkepo.blogspot.com)



Source: [www.sutamipustaka.com](http://www.sutamipustaka.com)



Source: [www.siagaindonesia.com](http://www.siagaindonesia.com)



Source: [www.koreandrama.com](http://www.koreandrama.com)



Source: [www.wildanrenaldi.wordpress.com](http://www.wildanrenaldi.wordpress.com)



## TASK 4



Listen to the recording and then number the pictures based on the descriptions you hear.



1.

Source: [www.wartakota.tribunnews.com](http://www.wartakota.tribunnews.com)



2.

Source: [www.wildanrenaldi.wordpress.com](http://www.wildanrenaldi.wordpress.com)



3.

Source: [www.kapanlagi.com](http://www.kapanlagi.com)

## TASK 5

Look at the pictures in Task 3 and then answer the following questions. The words in the box may help you.

charismatic /kærɪz'mætɪk/	: berkarisma
charming /tʃɑ:mɪŋ/	: mempesona
fair /feə(r)/	: kuning langsung
generous /dʒenərəs/	: dermawan
gorgeous /'gɔ:dʒəs/	: menarik, menawan
intelligent /ɪn'telɪdʒənt/	: cerdas
pointed /pɔɪntd/	: mancung
slim /slɪm/	: ramping

1. Is any of them your favourite figure of person? If yes, who is she or he? If none of them is your favourite, who is your favourite figure of person?
2. What makes you adore him/her?
3. What do you know about him/her?
4. Do you want to be like him/her?

## LET'S ACT

Collecting data, testing the hypotheses, & formulating conclusions

### TASK 6

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

appearance /ə'piərəns/ (n)	tubuh
attitude /'ætɪtju:d/ (n)	rambut
body /'bɒdi/ (n)	wajah
eye /aɪ/ (n)	kulit
eyebrow /'aɪbrəʊ/ (n)	hidung
face /feɪs/ (n)	penampilan
favourite /'feɪvərɪt/ (adj)	senang
hair /heə(r)/ (n)	sikap
nose /nəʊz/ (n)	mata
skin /skɪn/ (n)	alis

## TASK 7

In pairs, listen to the monologue and then fill in the blank spaces. After that, answer the following questions. Before listening to the monologue, read the transcript and the questions first and then jot down the important information. Compare your answers with your friends' answers and then report the answers to the class.

Bacharuddin Jusuf Habibie or B.J. Habibie was the \_\_\_\_\_ President of the Republic of Indonesia. He was born in Pare-Pare, South Sulawesi, on June 25, 1936. He is the \_\_\_\_\_ child of eight children.

Habibie has \_\_\_\_\_ skin. His face is square. He has \_\_\_\_\_ eyes and a pointed \_\_\_\_\_, and moustache. He \_\_\_\_\_ glasses. Habibie began to look outstanding especially in the exact sciences lessons since he was child. After graduating from the high school, he got scholarship and received his diploma and doctorate from the Technische Hochschule, Germany. In Indonesia, after served 20 years as the Research and Technology \_\_\_\_\_, on May 21, 1998 until October 1999, he became \_\_\_\_\_ of the Republic of Indonesia. Until finally he was forced to step down from the position due to the referendum of East Timor independence.

Habibie is known as an \_\_\_\_\_ man. He found some \_\_\_\_\_ about aircraft such as Habibie factor, Habibie theorem, and Habibie method which are very useful for the world. Some of his \_\_\_\_\_ in calculating and designing several aircraft manufacturing project are Military Transport Aircraft C-130 Transall, Hansa Jet 320 (Aircraft Executive), CN – 235 and etc.

When he became President of the Republic of Indonesia, he was still \_\_\_\_\_ as he is in the daily life. He also regarded to have merit in democracy development and press freedom in Indonesia. Until now, Habibie is still \_\_\_\_\_ in social and education field through the Habibie Center, a social non-profit organization which he \_\_\_\_\_.

### Questions:

1. Who is the subject of description in the text?
2. What does B.J. Habibie do?
3. How does he look like?
4. When did he start to look outstanding in his studying?
5. Is B.J. Habibie an intelligent person? How do you know?
6. How is his personality in the daily life?
7. B.J. Habibie doesn't support democracy development and press freedom in Indonesia. Is this statement correct? How do you know?
8. Is B.J. Habibie active in social and educational charities? Clarify.

## TASK 8

Read the descriptive text in Task 7 and in pairs answer the questions below. You can explore dictionary, internet, or other sources. Share your answers with your friends.

1. Who is the subject of description in the text?
2. Is the descriptive text always about person?
3. Can we describe animal on descriptive text?
4. Can we describe things on descriptive text?
5. Can we describe place on descriptive text?
6. What can be described on the first paragraph of the text?
7. What can be described on the second, third, etc paragraph of the text?

## TASK 9

In pairs, listen to the recording, and then arrange the jumbled paragraphs into a good text. Share your answers with your friends. After that, read the text aloud with correct pronunciation.



Source: [www.wikimedia.org.com](http://www.wikimedia.org.com)

1. When performs and in a daily life, she always wears her veil. She always sings soulfully. Her unique husky voice brings her to be the winner of X Factor contest.
2. Her songs and her voice can always captivate every teenager. Fatin Shidqia has won many awards such as Most Shining Stars 2013 and Rising stars of the year, as well as New Comer of the Year and Best Female Pop Soloist. She also appeared in Indosat IM3 commercial. She is also the one and only girl with Hijab who became cover for Indonesian magazine HAI. She was also selected by clothing line “Rabbani” to be their brand ambassador. On September 2013, she also appeared on her film debut titled *99 Cahaya di Langit Eropa* and sang for this movie soundtrack.
3. Fatin Shidqia has Fatin Shidqia Lubis as her full name. She was born in July, 30 1996. She is an Indonesian singer and actress who won the first season of the Indonesian version of X Factor. She is a young talented singer. She began singing at age two according to her mother.
4. Fatin Shidqia is beautiful and cute. She is not too tall and full of charm. She is fair-skinned. She has round eyes and they are black. She has pointed nose and round face. Fatin is a charming girl who likes to wear casual clothes. She is neat and well-dressed.

## TASK 10

In pairs, listen to the recording. Check (✓) the answers. Before listening to the recording, read the questions first and then jot down the important information. Report your answers to the class.

Identification:	Answers	
Who is the subject of the description?	<input type="checkbox"/> Rio Haryanto	<input type="checkbox"/> Sinyo Haryanto
What is her/his occupation?	<input type="checkbox"/> Indonesian race driver	<input type="checkbox"/> Indonesian racing driver
Description: How does he look like?	<input type="checkbox"/> he is fair-skinned and not too tall	<input type="checkbox"/> he is brown-skinned and tall
	<input type="checkbox"/> he has an oval face, a pointed nose and black slanted eyes.	<input type="checkbox"/> he has a square face, a pointed nose and black slanted eyes.
	<input type="checkbox"/> he is hardworking, religious, and down-to-earth	<input type="checkbox"/> he is talented, religious, and down-to-earth
	<input type="checkbox"/> he became an ambassador against narcotics in 2009	<input type="checkbox"/> he became an ambassador against narcotics and an ambassador of Komodo in 2009
What does he do besides racing?		
What is his hobby?	<input type="checkbox"/> playing golf	<input type="checkbox"/> playing golf , hiking mountain, and diving

## LET'S DO MORE

### Creating text

#### TASK 11

In groups of three or four, study the pictures and then discuss how the people in the picture look like. Look at the example in picture number 1.



1.

Chairul Tanjung

Source: [www.biogaktris.com](http://www.biogaktris.com)

Chairul Tanjung has strong and tall body.

He has black short hair.

His face is square.

He has brown skin.

He has big pointed nose and slanted eyes.



2.

Hafiza Elfira

Source: [www.mbahdigital.blogspot.com](http://www.mbahdigital.blogspot.com)



3.

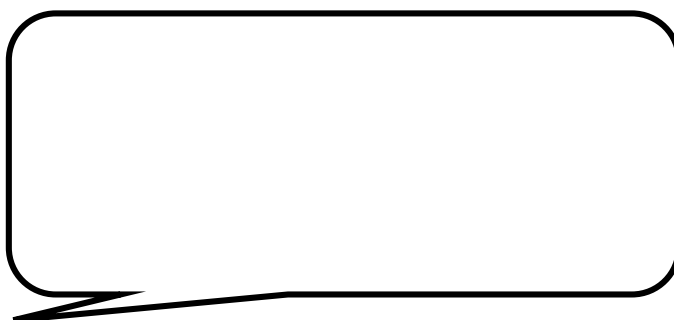
Abraham Samad

Source: [www.ranapsimanjuntak.wordpress.com](http://www.ranapsimanjuntak.wordpress.com)



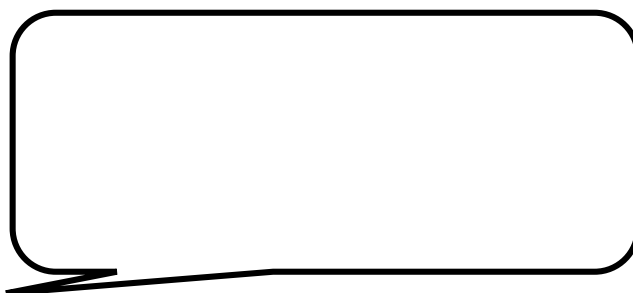
Dewi Dee Lestari

Source: [www.destiniplestari.wordpress.com](http://www.destiniplestari.wordpress.com)



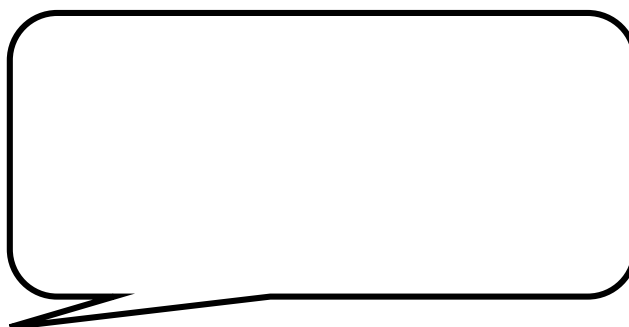
Yasa Singgih

Source: [www.portalkbr.com](http://www.portalkbr.com)



Naming S Adiningsih

Source: [www.thejakartapost.com](http://www.thejakartapost.com)



Prof. Dr. H.A.R. Tilaar

Source: [www.bincangedukasi.com](http://www.bincangedukasi.com)



## TASK 12

In pairs, ask three of your classmates to describe the physical appearance and personalities of their idols. Then, record them in this table.

No	Their idols	Physical appearances	Personalities
1.			
2.			
3.			

## TASK 13

Guess who she/he is ...

Make a group consisting of three to four people. Make a description about one person (a famous person who can be a good example to the young generations). Make it at 150 – 200 words. Other group will guess who she/he is. The winner is the group which collects most points.







## 2. Read and Write

### Orientation

#### **TASK 14**

Study the learning objectives below.

In this section, you will learn:

✓ **Reading:**

- Analyzing social function, text structure, and language feature of a descriptive text.
- Finding a message in descriptive texts.
- Reading descriptive texts.

✓ **Writing:**

- Writing a descriptive text.

### Formulating problems & proposing hypotheses

#### **TASK 15**

Referring to the objectives above, make relevant questions. Examples are provided for you.

Questions
1. What words are used to describe somebody?
2. What is verb form (tense) used in descriptive text?
3. What is the generic structure of descriptive text?
...
...
...

Propose temporary answers to your questions based on your current knowledge.

1.
2.
3.
4.
5.
6.

## Collecting data, testing the hypotheses, & formulating conclusions

### TASK 16

Match the words with their Indonesian equivalents. You may work in pairs and explore dictionary, internet, or other sources. After that, say those words with the correct pronunciation.

to achieve /tu: ə'tʃi:v/ (v)	menjadi
to graduate /tu: 'grædʒueɪt/ (v)	memakai
to become /tu: bɪ'kʌm/ (v)	ilmuwan
to get /tu: get/ (v)	meraih
to has /tu: hæz/ (v)	memiliki
scientist /'saɪəntɪst/ (n)	lulus
inventor /ɪn'ventə(r)/ (n)	penemu
to wear /tu: weə(r)/ (v)	mendapat

## TASK 17

Read the text and then, in pairs complete the following table based on text. Look at the example. Compare your answers with your friends' answers and then report the answers to the class.

### The Amazing Inventors

Indonesians have made some amazing inventions. It turns out that Indonesian people can be a nation of inventors and modifiers as well as provide a new breakthrough to the world. Read on to find out more about these inventors.



Source: [www.blognuklir.com](http://www.blognuklir.com)

Dr. Ir. Yudi Utomo Imardjoko was born on March 15, 1963 in Yogyakarta. He is a lecturer in Gadjah Mada University and a scientist. He is the inventor of Nuclear Waste Container. Dr. Ir. Yudi Utomo Imardjoko has black hair, black round eyes, and a pointed nose. He is brown-skinned. His body is stocky. Dr. Ir. Yudi Utomo Imardjoko is an intelligent person. He is the youngest graduate of Iowa State University from Indonesia who got his doctoral degree when he was just 32 years old. In 1997, he was offered to work in two big companies from United States with a high salary, but because of his dedication and nationalism, he chose to be a lecture in his university. While teaching, he is still active in doing research as his dedication as a scientist.



Source: [www.jaist.ac.jp.com](http://www.jaist.ac.jp.com)

Dr. Eng. Khoirul Anwar was born in 1978, in Kediri. He is a scientist and assistant professor at Japan Advanced Institute of Science and Technology. He is the inventor and patent owner of 4G technology networks based on OFDM from Indonesia. Dr. Anwar has fair skin. His face is oval. He has a curly hair and beard. His nose is pointed. He wears glasses. Dr. Anwar is a top scientist in Japan. He is a graduate of Bandung Institute Technology with cum laude and holds a master degree and doctorate from Nara Institute of Science and Technology. He is also the recipient of IEEE Best Students Papers Awards of the IEE Radio and Wireless Symposium in 2006, in California. Related to his patent, as a tribute for his parents, he gave his first royalty to the mother in Kediri to thank his mother's struggle.



Source: [www.sith.itb.ac.id](http://www.sith.itb.ac.id)

Dr Robert Manurung was born in 1964. He is a scientist and an associate professor at the Bandung Institute of Technology. Dr. Robert has gray hair and slanted eyes. His face is square. He is dark-skinned and not too tall. He wears glasses. He is the inventor of Pure Jatropha Oil. Dr Manurung gained his PhD in Chemical Engineering at the University of Groningen in 1994. He is especially interested in research that can directly benefit people. He chose to research the applications of jatropha because of its economic value which can be a source of income for poor farmers living in a dry area. While teaching, he is currently scientific advisor for a number of companies worldwide.

Names	Physical appearance	Characters/ personality	Others
Dr. Ir. Yudi Utomo I.	<ul style="list-style-type: none"> <li>• Hair: black</li> <li>• Eyes: black</li> <li>• ...</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligent</li> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• He is still active in doing research</li> <li>• ...</li> </ul>
Dr. Eng. Khoirul Anwar			
Dr. Robert Manurung			

## TASK 18

Study the following explanation.

The text in Task 17 is a descriptive text. The aim of the descriptive text is to describe a particular person, animal, or thing.

To describe a person's physical appearance, you can use the following words.



Physical Appearance					
Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Plump Fat Skinny Muscular	Young Old Teenager In 20s, 30s, 40s	Long Short Bald Straight Curly Wavy Black Red Brown	Round Oval Square Wrinkle Pale Bearded Shaved	Big Round Blue Brown Slanting

To describe a person's characters (qualities & habitual behaviour), you can use the following words for instances.

Characters	
Careful	Careless
Intelligent	Stupid
Confident	Shy
Extrovert	Introvert
Generous	Stingy
Diligent	Lazy

*Adapted from: Interlanguage: English for Senior High School Students X*

## TASK 19

Study the pictures. Choose and circle the right expressions in bold. After that, read it aloud.



Name : Hartadinata H.  
Age : 20  
Height : 173  
Weight : 68

- Hartadinata Harianto is a university **student/teacher**. He is also a **young/old** motivator. He is **tall/medium height**. He is **plump/slim**. He has **short/long, curly/straight** black hair. He has **slanting/round** eyes. His nose is **pointed/flat**.



Name : Gayatri W.  
Age : 17  
Height : 160  
Weight : 47

2. Gayatri Wailissa is a high-school **student/teacher**. She is also **young/old** Indonesian ambassador for ASEAN. She is **short/tall** and she is **slim/thin**. She has **short/long, straight/wavy** hair and **big/round** eyes. Her face is **oval/square**.



Name : Agasha K. R  
Age : 17  
Height : 174  
Weight : 53

3. Agasha Kareef Ratam is a highschool **student/teacher**. He is **young/old** intelligent teenage who has won some international mathematics contests. He is **tall/short** and he is **fat/thin**. He has **short/long, straight/curly** hair and a **big/pointed** nose. He wears **glasses/a hat**.



Name : Prof. Dr. Ken Kawan S.  
Age : 63  
Height : 172  
Weight : 58

4. Prof. Dr. Ken Kawan Soetanto is a **professor/inventor** in the School of International Liberal Studies (SILS) and Venice International University, Italy. He is also director of the Clinical Education and Science Research Institute (CLEDSI) in Waseda University. He is **middle aged/old** man. He is **tall/medium height** and he is **slim/muscular**. He has **short/long, wavy/straight** hair, and a **small/big** nose. He wears **a hat/glasses**.



Name : Ir. Tri Rismaharini M. T.  
Age : 53  
Height : 158  
Weight : 62

5. Ir. Tri Rismaharini M. T. is **middle aged/young** woman. She is the **mayor/governor** of Surabaya. She is **short/tall** and she is **skinny/plump**. Her face is **oval/round**. She wears **veil/headband**.

## TASK 20

Study the following explanation.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

Statement	Verbal sentence				Nominal sentence			
	I/ we/ you/ they	+V1+	O/ adj/ adv		S	+ be (am, is, are)	+ adj, adv, noun	
	he/ she/ it	+V1+ -s/-es +	O/ adj/ adv					
Negative	I/ we/ you/ they	+do	+not	+V1	S	+ be (am, is, are)	+not	+adj, adv, noun
	he/ she/ it	+does	+not	+V1				
Examples in sentences:	In Task 16, you read: - Dr. Anwar <u>has</u> fair skin. - He <u>wears</u> glasses.				In Task 16, you read: - Dr. Ir. Yudi Utomo Imardjoko <u>is</u> a lecturer. - He <u>is</u> brown-skinned.			



## TASK 21

In pairs, underline the verbs in the text. After that read it aloud and then display your answers in the class wall magazine.

### Hibar Syahrul Gafur



Source: [www.alysanila.wordpress.com](http://www.alysanila.wordpress.com)

Hibar Syahrul Gafur is a student of grade VIII of SMP N 1 Bogor. He comes from an ordinary family. He is the only son of his parents. He has one older sister.

Hibar Syahrul Gafur has brown skin. His face is round. He has black short hair, a pointed nose, thick eyebrows, and black slanted eyes. His body is thin.

Hibar Syahrul Gafur is a smart and creative person. He gets an achievement scholarship in his school. Hibar Syahrul Gafur also holds up his winning invention. Affected by the news that women often become victims of sexual abuse because men consider them weak, Hibar saw an opportunity to design something that women can use to ward off attackers, electricity shoes. His shoe feature a nine-volt battery packed into the sole along with circuitry to increase the voltage, all connected to two electrodes along the front of the shoe, which are cunningly disguised as decorative flourishes. A crude design by his own admission, it was still good enough to win fifth prize in LIPI's National Young Inventors Awards. At 2013 International Exhibition of Young Inventors in Malaysia, which was held in Kuala Lumpur, Hibar returned home with a gold medal in the safety and health category.

*Adapted from: the Jakarta Post*

*Adapted from: the Jakarta Post*

in Kuala Lumpur, Hibar returned home with a gold medal in the safety and health category. Awards. At 2013 International Exhibition of Young Inventors in Malaysia, which was held admission, it was still good enough to win fifth prize in LIPI's National Young Inventors shoe, which are cunningly disguised as decorative flourishes. A crude design by his own with circuitry to increase the voltage, all connected to two electrodes along the front of the attackers' electricity shoes. The shoe contains a nine-volt battery packed into the sole along



## TASK 22

In pairs, change the verbs into the correct forms of Simple Present Tense. Read it aloud and then display your result in the class wall magazine.



Source: [www.intisari-online.com](http://www.intisari-online.com)

Antarina S. F. Amir was born on June 8, 1962. She ... (1. be) is a grand daughter of Ki Hajar Dewantara's younger brother. Education spirit, after all, ... (2. run) deep in her family.

Antarina ... (3. have) fair skin. Her face ... (4. be) round. She ... (5. have) wavy black hair and round eyes. She is not too tall.

Antarina ... (6. be) an intelligent and independent woman. After studied accounting at the University of Indonesia, her desire to be independent was burning inside her, making her to ... (7. find) a scholarship to the U.S. She then pursued her graduate degree at Clarion University of Pennsylvania, earning an MBA in marketing and she got her second MBA a master's of science in management and information systems.

Antarina ... (8. regard) the school as having "great potential", the answer of her sacred quest to ... (9. realize) the concept of ideal education. The aim ... (10. be) to create well-rounded students.

She ... (11. take) a similar path as her grandfather by founding Highscope Indonesia international schools, which ... (12. offer) a different approach to education at the time by providing more attention to children's interest in learning things. Despite her accomplishment, she still ... (13. have) three obsessions -- to build a research center, an art school and a science center. To get closer to her dreams, she ... (14. attend) and ... (15. observe) many schools outside the country for comparative studies.

*Adapted from: the Jakarta Post*

## TASK 23

Study the following explanation and then in groups of three, identify and compare the generic structure of the following texts by filling in the table. Display your answers in the class wall magazine.

### Text Organization of Descriptive text:

- Identification  
(mention the name, occupation, profession, and career)
- Description  
(mention the physical features, the way he/she dresses and his/her personality)

## Vote for Your Favourite Singer

### Azmi, the chairman of student council says:

Raisa is a talented gorgeous singer. Her face is oval. She is tall. She has black long hair, black eyes, and a pointed nose. And she has unique beautiful voice. She is also a nice and cheerful person. She is very friendly to everyone and her fans like me. She always wears simple and casual clothes but that what makes her looks more beautiful and natural.

### Marini, the secretary of student council says:

Afgan is well-known as a talented young singer. He has an oval face and black short hair. Afgan has a nice smile because he has dimples on his cheeks. He has a sweet voice and has received many awards for his work as a singer. He is also a quiet, down-to-earth, and hilarious person. Afgan also really loves his fans, "afganisme" until he dedicates one song in his second album for them.



Source: [www.merdeka.com](http://www.merdeka.com)

## Do the texts have a similarity in their structures?

	Raisa	Afgan
<b>Identification:</b> name occupation/profession or career		
<b>Description:</b> the physical features personality the way she/he dresses others		

# LET'S DO MORE

## Creating text

### TASK 24

Study the pictures. Find the description and the personality of the figure of people below. You may work in groups of three and explore dictionary, internet, and other sources to make appropriate description text. Look at the example in picture number 1.

1.



Source: [www.wbanews.com](http://www.wbanews.com)

Chris John

hardworking  
discipline  
determined  
be responsible

Chris John is a retired Indonesian professional boxer.

His has strong and atheltics body.

He has bald hair.

His face is square and he has brown skin.

He has a pointed nose and slanted eyes.

People know Chris John as a responsible and dicipline person. He is hardworking and has a strong will to win.

He could defend his 18 successful title and reign as featherweight champion for ten years.

2.



Source: [www.21cineplex.com](http://www.21cineplex.com)


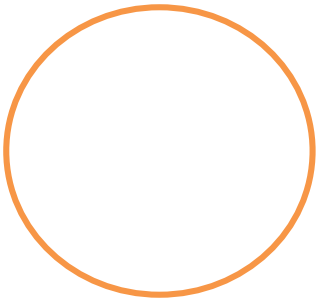
Cristin Hakim

3.



Source: [www.mediaisnet.org.com](http://www.mediaisnet.org.com)

Sapardi Djoko Damono

4.    
Source: [www.kolo-biografi.blogspot.com](http://www.kolo-biografi.blogspot.com)  
Bob Sadino

5.    
Source: [www.sutarnipustakasekolah.com](http://www.sutarnipustakasekolah.com)  
Joe Taslim

6.    
Source: [www.langitperempuan.com](http://www.langitperempuan.com)  
Mira Lesmana

## TASK 25

Find a picture of a famous person who inspires you and attach it on your workbook. Then, give a detail description about him/or her. Write it at 150 – 200 words. Ask your classmates to give you feedback to revise your descriptions. Put your revised drafts in the class wall magazine.

# HOMEWORK

## TASK 26

Find a song entitled “Just the Way You are” by Bruno Mars. Listen to the song and fill in the blank spaces using words from the box below. After that, summarize the way the singer describes someone and present it in front of the class.

perfects	laugh	face	know	hair
amazing	asks	eyes	smile	think
lips	okay	stops and stares	beautiful	hates

[Verse 1]

Her eyes, her (1. \_\_\_\_\_ )  
make the stars like they're not shining  
Her (2. \_\_\_\_\_ ) , her hair  
falls perfectly without her trying  
She's so (3. \_\_\_\_\_ )  
And I tell her everyday (yeahh)  
I know, I (4. \_\_\_\_\_ )  
When I compliment her she won't believe  
me  
And it's so, it's so  
Sad to (5. \_\_\_\_\_ ) that she don't see  
what I see  
But everytime she me (6. \_\_\_\_\_ ) "Do I  
look okay?"

I say

[Chorus]

When I see your (7. \_\_\_\_\_ )  
There's not a thing that I would change  
'Cause you're amazing  
Just the way you are

And when you (8. \_\_\_\_\_ )  
The whole world stops and stares for a  
while  
'Cause girl you're amazing  
Just the way you are

[Verse 2]

Her lips, her (9. \_\_\_\_\_ )  
I could kiss them all day if she let me  
Her (10. \_\_\_\_\_ ) , her laugh  
She (11. \_\_\_\_\_ ) but I think it's so  
sexy  
She's so beautiful  
And I tell her everyday  
Oh you know, you know, you know  
I'd never ask you to change  
If (12. \_\_\_\_\_ ) what you're  
searching for  
Then just stay the same  
So don't even bother asking if you look  
(13. \_\_\_\_\_ )  
'Cause you know I'll say



[Chorus]

When I see your face

There's not a thing that I would change

'Cause you're (14. \_\_\_\_\_ )

Just the way you are

And when you smile

The whole world (15. \_\_\_\_\_ ) for a  
while

'Cause girl you're amazing

Just the way you are

The way you are

The way you are

Girl you're amazing

Just the way you are

## TASK 27

Work in pairs. Write down a description of a famous person who inspires you. Let your classmate guess who he or she is. After that, display your work in the class wall magazine.

## LET'S CHECK YOUR COMPETENCE

### TASK 28

Listen to the recording and then complete the following table. After that, say the descriptions with the correct pronunciation.

No	Names	Descriptions
1.	Anies Baswedan	Profession: Height : Hair: Body: Face Nose: Characters: Others:
2.	Najwa Shihab	Profession: Hair: Face:

		Eyes: Height: Characters: Others:
3.	Hendra Setiawan	Profession: Age: Height: Body: Hair: Skin: Characters: Others:
4.	Andi F. Noya	Profession: Age: Height: Hair: Face: Eyes: Body: Characters: Others:
5.	Dewi Fortuna Anwar	Profession: Height: Face: Eyes: Nose: Body: Characters: Others:



## TASK 29

Read the text and complete the table that follows by rewriting the answers down.



Source : [www.profilmerdeka.com](http://www.profilmerdeka.com)

Andrea Hirata Seman Said Harun or Andrea Hirata was born in Gantung, Belitung on 24 October 1982. He is a novelist.

Andrea Hirata has curly hair. He has fair skin, slanted eyes, a pointed nose, and a mole on his lips. He likes to wear hat.

Hirata grew up from a poor family, but because of his strong determination he could continue his education till he got a degree in economics from the University of Indonesia. He is also a smart student, he received a scholarship from the European Union in which he got his master's degree in Europe; first at the University of Paris then at Sheffield Hallam University in Britain.

Hirata released *Laskar Pelangi* (The Rainbow Troops) in 2005. The novel, was based on his childhood experiences in Belitung. The novel is also spawned three sequels: *Sang Pemimpi* (The Dreamer), *Edensor* and *Maryamah Karpov*.

*Laskar Pelangi* was adapted into a film of the same name in 2008 by directors Riri Riza and Mira Lesmana. The film became the most-viewed Indonesian film of all time, being seen by 4.6 million viewers during its theatrical run. By 2012 the English translation of his novel *Laskar Pelangi* were for sale in twenty countries; Hirata was the first Indonesian writer to be published with FSG.

Besides writing, Andrea likes composing a song. Some of the songs that he made became soundtrack of *Laskar Pelangi* the Series sang by Meda and Cut Mini.

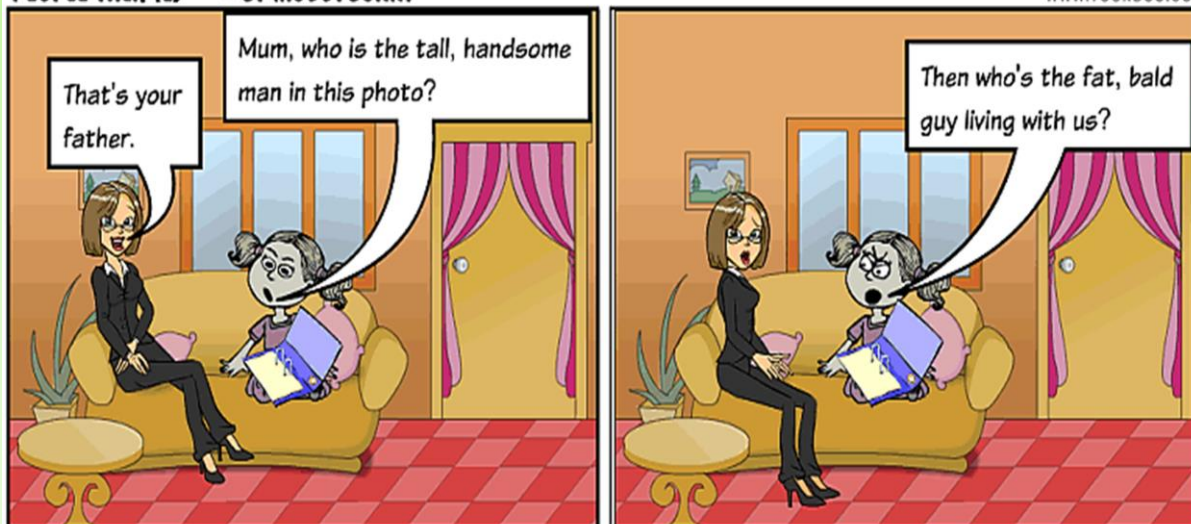
### Questions:

What is his name?	
What is his occupation/ profession or career?	
How is his physical features?	
How is his personality?	
What are others things described about him?	

## FUN SPACES

PEOPLE TALK (2) - BY MUDDYBUNNY

WWW.TOONDOO.COM



Taken from: [www.learnenglish.de](http://www.learnenglish.de)

## LET'S MAKE REFLECTION

Before I studied this unit	I didn't understand .....
	.....
When I was studying this unit	Difficulties: .....
	How I overcame the difficulties: .....
	.....
	.....
After I had studied this unit	I think .....
	.....
	.....

# LET'S MAKE A SUMMARY

In this unit, you learn:

Descriptive text is a text which is telling about the characteristics of a particular thing, such as person's characteristics or description.

The simple present tense is one of the verb forms which we use when an action is happening right now or when it happens regularly.

Formula:

Statement	Verbal sentence					Nominal sentence				
	I/ we/ you/ they		+V1+		O/ adj/ adv	S	+ be (am, is, are)+		adj, adv, noun	
	he/ she/ it		+V1+ -s/-es		O/ adj/ adv					
Negative	I/ we/ you/ they	+do		+not		+V1	S	+ be (am, is, are)	+not	+ adj, adv, noun
	he/ she/ it	+does		+not		+V1				

# *LISTENING SCRIPTS*

## *UNIT 1*

### **TASK 3**

1. Good morning friends. First, let me introduce myself. My name's Nugroho. Nice to meet you.
2. Hi, I am Ayu. How do you do. What's your name?  
Hello, I am Marini. How do you. Nice to meet you Ayu.  
Nice to meet you too Marini.
3. Hi, class. This is Bagus, your new classmate. He has just moved from Bandung.
4. Hi friends. Allow me to introduce myself, I am Ayu. Nice too see you.

### **TASK 6**

- Asep : Good morning.
- Ayu : Good morning.
- Asep : Are you a new student?
- Ayu : Yes, I am. Are you a new student too?
- Asep : I am a new student too. My name is Asep.
- Ayu : I'm Ayu. Well, Asep, I'd like you to meet Markus. He was my classmate in Junior High School.
- Asep : Hi, Markus. Nice to meet you.
- Markus : Nice to meet you too.
- Asep : By the way, we are in the same class, right? I saw your name in the students' list of my class.
- Ayu : Ah, that's right. All of us are in the same class.
- Markus : That's great. Anyway, where are you from Asep? You don't look like a Javanese.
- Asep : I am a Javanese. I am from Cilacap but now I live on jalan Bener. What about you? Where do you stay?
- Markus : Ayu and I live in the same area. We live at Kadipiro, Kasihan, Bantul. It's not very far from jalan Bener. You can come to our houses someday.

Asep : Yeah, I'd like to. Thank you. By the way, what book is that, Ayu?  
Ayu : It is Andrea Hirata's novel. The title is *the Rainbow Troops*.  
Asep : Oh, do you like his novel? I like that too.  
Ayu : Really? Good, so I have a friend to share with. Markus doesn't like reading novel. He prefers reading manga to novel. Anyway, we still have twenty minutes before the class starts. Shall we go to the canteen?  
Asep and Markus : Okay.

### **TASK 10**

Nugroho : Hi, my name is Nugroho. What's your name?  
Marini : I am Marini. Pleased to meet you.  
Nugroho : Pleased to meet you too. By the way, where do you come from, Marini?  
Marini : I come from Padang. What about you?  
Nugroho : I am from Yogyakarta. I just moved here last week.  
Marini : Really? Then, where do you live now?  
Nugroho : I live on jalan Merdeka.  
Marini : Oh, jalan Merdeka is near a course which I learn playing violin. My hobbies are playing violin and listening to music. What is your hobby, Nugroho?  
Nugroho : My hobby is travelling.  
Marini : So, you like travelling? Ni Ida likes travelling too.  
Marini : Ni ida, this is Nugroho. His hobby is travelling like you.  
Ni ida : Oh, really? Hi, Nugroho. Nice to meet you.  
Nugroho : Nice to meet you too.  
Ni ida : Have you ever been to Mount Bromo? I plan to go there with my family next week. Want to join us? You can invite your family too.  
Nugroho : Wow, that sounds great. I have one brother and his hobby is climbing mountain. He joins pecinta alam in his campus. My family loves travelling. They will like it.  
Ni ida : Good then. We can go together.  
Nugroho : Ok, thanks Ni ida.  
Ni Ida : You're welcome.

### TASK 15

- Ni ida : Hi. Are you also a new member of this school magazine club?
- Titis : Yes, I am a new member too. I am Titis from X A. What's your name?
- Ni ida : I am Ni ida from X B. Nice to meet you.
- Titis : Nice to meet you too. By the way, where do you come from Ni ida?
- Ni ida : I come from Bali but I have been living here in Bandung since I was in Elementary school.
- Titis : Wow, Bali is so far from here.
- Ni ida : Yeah, I guess you are from Bandung right, Titis? Where do you live?
- Titis : Yeah, I am. I live at jalan Braga, Bandung Kulon.
- Ni ida : That's not far from my district. I live in Bandung Wetan. You can visit my house later.
- Titis : I'd love to. Thanks Ni ida. Joining this club, you like writing right, Ni ida?
- Ni ida : That's right. That is my hobby. How about you? What is your hobby Titis?
- Titis : My hobbies are singing and listening to music actually. I join this club to improve my writing ability and get new friends because it is so quiet at home.
- Ni ida : How about your family? Why do you feel lonely at home?
- Titis : My parents are doctors so they are rarely at home, while I don't have any brothers or sisters. How about you Ni ida? Do you have brothers or sisters?
- Ni ida : Yeah, I have one sister and no brother. She is two years younger than me.  
That's why she and I are very close.
- Marini : Wow that sounds nice.

### TASK 31

1. Markus : Good morning.  
Ayu : Good morning.  
Markus : Are you a new student too? I am Markus. Nice to meet you.  
Ayu : Yes, I am. My name is Ayu. Nice too meet you too.
2. Speaker : Arya, I'd like you to meet Marini. She is my new classmate.  
Marini : Hi, Arya. I am a new student here. I just moved from Bangka Belitung. Nice to meet you.  
Arya : Nice to meet you too.
3. Speaker : Markus, do you want to go home? Where do you live actually?  
Markus : I am from Cilacap but now I live on jalan Bener.

4. Speaker : Cut, do you have any brothers or sisters?

Cut : Yeah, I have one older brother. He is kind. He always helps me to do my homework.

5. Speaker : Besides reading, what are your hobbies?

Speaker : I like playing basket and watching anime so much.

## UNIT 2

### TASK 3

1. Congratulations on your birthday, Ni Ida. You look gorgeous in that gown.
2. Congratulations on winning the cooking competition, Marini. You're really a great chef.
3. I'd like to congratulate you on your house. What a luxurious house!
4. Congratulations on winning the competition. You did it very well.

### TASK 6

Markus : Hi, Cut. I heard news about you winning dance competition last week. Is it right?

Cut : Yeah, it is. I represented our school to join the competition. The competition was held in Jakarta to commemorate the Independence Day.

Markus : Congratulations on winning the competition. You did it very well. We are proud of you.

Cut : Thank you very much. It's nice of you to say so. Anyway, how about the result of mathematics test, Markus? Have you seen the result?

Markus : Yeah, I have. You know what? I can't believe that I have passed the test easily.

Cut : Really? How's your score?

Markus : Thanks God, I got the best score for the test in the class.

Cut : Well done. It was great to hear it.

Markus : Thank you. By the way, the bag that you wear is painting bag right? I like your bag. Where did you buy it?

Cut : Thanks a lot. I made it myself. If you want, I can make one for you. You only need to prepare the materials like the plain bag and the paint.

Markus : Oh, really? I will buy the materials later. Thanks a bunch Cut.

Cut : Anytime, Markus.

### TASK 14

Ni ida : Congratulations on your 16<sup>th</sup> birthday, Titis. We wish you luck, happiness, and riches today, tomorrow, and beyond.

Titis : Thank you.

Azmi : Congratulations on your birthday. You look gorgeous in that dress.



Titis : Thanks. How kind of you to say so. You look great in that black suit.  
 Azmi : Thanks.  
 Titis : Look, the food is ready. Would you like to try the cookies?  
 Azmi : We'd love to. Thanks.  
 Ni ida : Wow, it's really delicious. You are really a good cook.  
 Azmi : Yeah, that's right.  
 Titis : Thank you but my mother and my sister who made it. They spent the whole morning preparing all of these.  
 Ni ida : I should learn from your mother and sister how to make this delicious cake.  
 Titis : Sure, my mom will be happy to teach you but I am not sure with my sister. She just got promotion from her chief of staff because everybody loves her work. Perhaps she will move to the new branch office in Jakarta.  
 Azmi : Congratulations on her promotion.  
 Ni ida : I am sure she has done a great job.  
 Titis : Thanks a lot. Anyway let's start the party.

### TASK 30

1. A : Congratulations on winning the English debate competition. You're really a smart student.  
 B : Thanks. It's nice of you to say so.
2. Cut : Guys, you know what? I just got news from the headmaster that I get scholarship this year.  
 A : Really? Congratulations, Cut. What a good news!  
 B : Congratulations on getting the scholarship. You've done a great job.
3. A : Congratulations on winning the indie band competition. That was a great performance.  
 B : Thanks a lot.
4. A : I like your new bag. Where did you buy it?  
 B : Thanks. Do you think so? My mother just bought it for me last night.
5. Titis : Congratulations on winning reading competition in Jakarta. You did it very well. We are proud of you.  
 Speaker : Thanks a lot, Titis.

## UNIT 3

### TASK 4

1. She has a square face and brown hair. She has a nice smile. Her cheeks are chubby. She has not only a beautiful face but an intelligent mind also. She received a number of awards nationally and internationally during the past years for her works as an anchor and reporter.
2. He has bald hair and he wears glasses. He has moustache. He is brown-skinned. He is slim and medium-height. People know him as an intelligent, humorist, and well-mannered presenter, but actually he is a shy person.
3. She has black short hair. She is fair-skinned. She has slanted eyes and a pointed nose. She is a female badminton player from Indonesia. She is a competitive and hardworking badminton player. She is listed as one of the best mixed doubles players in the world.

### TASK 7

Bacharuddin Jusuf Habibie or B.J. Habibie was the third President of the Republic of Indonesia. He was born in Pare-Pare, South Sulawesi, on June 25, 1936. He is the fourth child of eight children.

Habibie has fair skin. His face is square. He has slanted eyes, a pointed nose, and moustache. He wears glasses. Habibie began to look outstanding especially in the exact sciences lessons since he was child. After graduating from the high school, he got scholarship and received his diploma and doctorate from the Technische Hochschule, Germany. In Indonesia, after served 20 years as the Research and Technology minister, on May 21, 1998 until October 1999, he became the president of the Republic of Indonesia. Until finally he was forced to step down from the position due to the referendum of East Timor independence.

Habibie is known as an intelligent man. He found some theories about aircraft such as Habibie factor, Habibie theorem, and Habibie method which are very useful for the world. Some of his works in calculating and designing several aircraft manufacturing project are Military Transport Aircraft C-130 Transall, Hansa Jet 320 (Aircraft Executive), CN – 235 and etc.

When he became President of the Republic of Indonesia, he was still well-mannered as he is in the daily life. He also regarded to have merit in democracy development and press freedom in Indonesia. Until now, Habibie is still active in social and education field through the Habibie Center, a social non-profit organization which he found.

## **TASK 9**

Fatin Shidqia has Fatin Shidqia Lubis as her full name. She was born in July, 30 1996. She is an Indonesian singer and actress who won the first season of the Indonesian version of X Factor. She is a young talented singer. She began singing at age two according to her mother.

Fatin Shidqia is beautiful and cute. She is not too tall and full of charm. She is fair-skinned. She has round eyes and they are black. She has pointed nose and round face. Fatin is a charming girl who likes to wear casual clothes. She is neat and well-dressed.

When performs and in a daily life, she always wears her veil. She always sings soulfully. Her unique husky voice brings her to be the winner of X Factor contest.

Her songs and her voice can always captivate every teenager. Fatin Shidqia has won many awards such as Most Shining Stars 2013 and Rising stars of the year, as well as New Comer of the Year and Best Female Pop Soloist. She also appeared in Indosat IM3 commercial. She is also the one and only girl with Hijab who became cover for Indonesian magazine HAI. She was also selected by clothing line “Rabbani” to be their brand ambassador. On September 2013, she also appeared on her film debut titled *99 Cahaya di Langit Eropa* and sang for this movie soundtrack.

## **TASK 10**

His full name is Rio Haryanto. He was born on January, 22 1993 in Solo. He is an Indonesian racing driver and he is the son of Sinyo Haryanto who is also a former racing driver. Rio currently competes for the EQ8 Caterham Racing team in the GP2 Series. Rio haryanto is the youngest child in his family and has three older brothers.

Rio Haryanto is fair-skinned and not too tall. Rio has square face, a pointed nose and black slanted eyes.

Rio Haryanto is a hard-working person, that's why it is not strange that he becomes the first Indonesian to compete at GP2 Series level of motorsport. He is also a religious person. He puts The Throne Verse in his cockpit because he always prays before the race. People know him as a down-to-earth racing driver for his smile.

Besides racing, he became the ambassador against narcotics in 2009. Then, in 2010 he was chose as the ambassador of Komodo. When Rio has a break during racing, he plays golf. He really likes playing golf, because it can train his concentration. He also loves hiking mountain and diving.

## TASK 28

1. Anies Baswedan Ph.D. was born on May, 7 1969 in Kuningan, West Java. He is the current director of Paramadina University in Jakarta. He is also the initiator and chairman of Indonesia Mengajar (Teaching Indonesia). His is tall. He has plump body, round face, pointed nose, and black hair. He loves reading books. People know Anies Baswedan as an intelligent and well-mannered man.
2. Najwa Shihab or Nana was born on September 16, 1977 in Makassar. She is an anchor and a reporter. She manages, produces and anchors her own weekly program, *Mata Najwa*, an influential talk-show that takes a smart look at politics and current issues of the week. Najwa has a square face and brown hair. She has a nice smile. Her cheeks are chubby. She has not only a beautiful face but an intelligent mind also. She received a number of awards nationally and internationally during the past years for her works as an anchor and reporter.
3. Hendra Setiawan, born August 25, 1984 in Pemalang, Central Java, is a male badminton player from Indonesia and one of the world's leading doubles players. As a badminton player, he has a tall body. His height is 181 m. He is fair-skinned. He has oval face and short black hair. Hendra is a discipline person. His hobby is listening music
4. Andi Flores Noya, a presenter and a journalist who was born on November 6, 1960, is best known for his appearances on the talk show “Kick Andy”. He has bald hair, a square face and slanted eyes. He has moustache. He is brown-skinned. He is slim and medium-height. People know him as an intelligent, humorist, and well-mannered presenter, but actually he is a shy person. He wears glasses. Andy F. Noya really loves reading.
5. Dr. Dewi Fortuna Anwar who was born on May, 22, 1958 in Bandung, West Java is a Deputy Chair for Social Sciences and Humanities at the Indonesian Institute of Sciences. She is also a Director for Research and Program at the Habibie Center in Jakarta and a member of the Board of Directors of the Center for Information and Development Studies. Dr. Anwar has a thin body. She has a square face, slanted eyes, and pointed nose. Dr. Anwar is a very intelligent person. She has written extensively on issues related to Indonesian foreign policy such as, political-security issues, democratization in Indonesia and Indonesian civil-military relations.

# **APPENDIX J**

## **PERMIT LETTERS**



## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

## SURAT IZIN

NOMOR : 070/1467  
2663/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY

Nomor : 521h/UN34.12/DT/IV/2014

Tanggal : 23/04/2014

Mengingat :

1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada :

Nama : TIARA SEKARWANGI NO MHS / NIM : 10202244061

Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY

Alamat : Kampus Karangmalang, Yogyakarta

Penanggungjawab : Joko Priyana, Ph.D.

Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INQUIRY-BASED LEARNING MATERIALS FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOL

Lokasi/Responden : Kota Yogyakarta

Waktu : 25/04/2014 Sampai 25/07/2014

Lampiran : Proposal dan Daftar Pertanyaan

Dengan Ketentuan :

1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

TIARA SEKARWANGI

Dikeluarkan di : Yogyakarta  
pada Tanggal : 25-4-2014An. Kepala Dinas Perizinan  
Sekretaris

ENY RETNOWATI, SH

NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA Negeri 2 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.